

# INTRODUCTION



Kids Inclusive



For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

unicef 

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Everyone knows what it feels like to be left out. But for many children around the world exclusion is a part of daily life. Children face prejudice and discrimination for many different reasons: because of their gender, their origins, their disability or illness, because they are unable to live with their parents or simply because they are poor. The process of exclusion may even begin before they are born. The growing minds and bodies of millions of unborn children are severely impacted by the extreme poverty faced by girls and women throughout the world.

Poverty is both a cause and consequence of exclusion and discrimination. Poverty is notoriously intergenerational, unless the younger generation is given the opportunity to obtain an education, poor parents are likely to have children who also grow up poor. But discrimination and prejudice are not inevitable. No one is born intolerant. The media, peer groups, family members and education systems all shape the way each individual thinks and feels about other people. They may be responsible for promoting and sustaining prejudice and discrimination but they can also help to fight it. Youth groups and educational institutions can take the initiative to give young people the opportunity to address these important issues and work with them to rise above intolerance and injustice.

It will not be easy to encourage young people to share their thoughts and feelings and to be open to behaviour change. Those who do manage to overcome their own prejudices will have a very valuable contribution to make to the society they live in. They should also be encouraged to look beyond their own communities to recognise what is happening in the wider world. Young people can be empowered by knowledge. It is not enough however, to provide them with information on discrimination. They should also learn how they can do something positive to fight prejudice and encourage inclusive behaviour. These opportunities must be grasped now in order to effect real change in the future.

The global commitment, by governments, to address child poverty and discrimination will not be effective without the support of young people. We could try to ignore these difficult issues, or we could become actively involved. If the growing awareness of young people on global issues is directed positively it will be possible to bring about positive change for future generations. The choice is our, but the future is not ours alone.

## Kids Inclusive toolkit

# Background

The Kids Inclusive toolkit was inspired by the demands of teachers and youth workers working in partnership with UNICEF National Committees<sup>1</sup> throughout the industrialised world. These professionals voiced their concerns with the negative media portrayal of global cultural differences in the wake of 9/11 terrorist attack in the U.S.A. Such fears and prejudice remain with us today. The Kids Inclusive toolkit is intended to be resource for people who want to inspire young people to actively oppose discrimination in any form.

The Kids Inclusive toolkit is structured around the key theme of exclusion. Simulation exercises and stories from children who have faced exclusion are used to encourage young people to empathise with other who may have lived lives very different from their own. It has been designed for a target group of children aged between 10 – 17 years. The Kids Inclusive toolkit offers a choice of more than 40 hours of thought provoking, stimulating activities. Additional units offer young people guidance on basic research methods; tips on how to become involved with the media and how to pursue innovative actions that may draw public attention to the plight of excluded children world-wide.

The subject matter included in this toolkit will need to be handled sensitively by teachers and other professional facilitators and will work best if used by individuals who are personally concerned and interested in the issues raised. Young people, and adults, inspired to become involved in further action, should contact their UNICEF National Committee for support, advice and further materials.

A critical component of the work conducted by National Committees lies in the field of Education for Development. This provides a vital “connect” opportunity for children and young people to explore how the rights of their global peers are being addressed and sustained through UNICEF programmes of co-operation world-wide.



## What is being done to combat exclusion and discrimination world-wide?

### Global Commitment to Combat Exclusion and Discrimination

In May 2002, world leaders, international organisations and children met at the UN General Assembly for the first ever UN Special Session devoted entirely to children. The resulting outcome document “A World Fit for Children”, is a compelling “to-do” list, not only for governments, but for all partners in society – families, schools, religious institutions, businesses and the media.

### What did they pledge to do to end discrimination?

#### A World Fit for Children

If a child experiences discrimination of any kind it sets them apart from everyone else and makes it difficult for the child to develop to the fullest. We will do our best to stop discrimination against children.

#### General Inclusion

Each country must aim to reduce the differences between different groups of children, especially differences that exist because of:

- discrimination on the basis of race,
- differences between girls and boys,
- differences between children who live in rural areas and those who live in towns and cities,
- differences between rich and poor children
- differences between children with and without disabilities

#### Inclusion of children with disabilities

We will do everything we can to make sure all children with disabilities and special needs have full and equal rights and freedoms – including access to health, education and recreational services. We will ensure their dignity is recognised, help them to get by on their own and make sure they can actively participate in their communities.

#### Inclusion for children from different ethnic and minority groups

We will do what is needed to end discrimination, to provide special support, and to ensure equal access to services for indigenous children, vulnerable groups of children and children belonging to minorities, including those with different religious, or other beliefs.

#### Inclusion of girls and women

Achieving what we want for children, especially for girls, will be easier if women:

- Fully enjoy all human rights and freedoms, including the right to development.
- Are able to participate fully and equally in all aspects of society.
- Are protected from all forms of violence, abuse and discrimination.

We are determined to eliminate all forms of discrimination against girls. We want ensure that all her human rights are protected, including the right to be free from harmful practices, sexual exploitation and situations that force her to do things against her will. We will promote equality between the sexes and make sure girls have equal access to social services like education, nutrition, healthcare, including sexual and reproductive healthcare, vaccinations and protection from diseases.

#### Inclusion of boys and men

We realise that we need to address the changing role of men in society. We recognise the challenges facing boys in the world today. We will encourage parents to share the responsibilities of educating and raising children. We will do everything we can to make sure that fathers have opportunities to participate in their children's lives.



## UNICEF United Nations Children's Fund

### **Who are UNICEF?**

UNICEF was created in 1946 to help children in Europe and Asia after the Second World War. The name UNICEF first stood for United Nations International Children's Emergency Fund. After the Second World War emergency was over, UNICEF found there was still a great need to help children all over the world, so in 1953, it became the United Nations Children's Fund – still known as UNICEF today.

### **How is UNICEF different from other UN organisation?**

UNICEF is one of the few U.N. agencies that is 100 per cent voluntary funded.

### **What is UNICEF's 'Job Description'?**

UNICEF is authorised, by the United Nations, to promote the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF is committed to ensuring special protection for the most disadvantaged children – victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF responds rapidly to relieve the suffering of children and those who provide their care.

### **What are UNICEF doing now?**

Today UNICEF works in over 162 countries, areas and territories to find lasting solutions to problems facing children and their families. For the period 2002-2005 the five main priorities are: Girls Education, Early Childhood Care & Development, Immunisation, HIV/AIDS and Child Protection.

"We will put children at the heart of every agenda and ensure that the voice of children is heard. We will expose disparities, confront discrimination and end violations of children's rights".

# Introduction



## Convention on the Rights of the Child

The Convention for the Rights of the Child recognises that every child is born with the fundamental freedoms and inherent rights of all human beings – civic, political, economic, social and cultural. Exclusion from society – for any reason – is a denial of child rights.

Articles from a Child Friendly Version of the Convention are printed here for quick reference. For a full version of all CRC articles please refer to [www.unicef.org](http://www.unicef.org)

<b>Article 1:</b> Everyone under 18 has these rights.	<b>Article 2:</b> All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.	<b>Article 3:</b> All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
<b>Article 4:</b> The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.	<b>Article 5:</b> Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.	<b>Article 6:</b> You have the right to be alive.
<b>Article 7:</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).	<b>Article 8:</b> You have the right to an identity - an official record of who you are. No one should take this away from you.	<b>Article 9:</b> You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

<p><b>Article 10:</b> If you live in a different country than your parents do, you have the right to be together in the same place.</p>	<p><b>Article 11:</b> You have the right to be protected from kidnapping.</p>	<p><b>Article 12:</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p>
<p><b>Article 13:</b> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>	<p><b>Article 14:</b> You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p><b>Article 15:</b> You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>
<p><b>Article 16</b> You have the right to privacy.</p>	<p><b>Article 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p>	<p><b>Article 18</b> You have the right to be raised by your parent(s) if possible.</p>



<p><b>Article 19</b></p> <p>You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p><b>Article 20</b></p> <p>You have the right to special care and help if you cannot live with your parents.</p>	<p><b>Article 21</b></p> <p>You have the right to care and protection if you are adopted or in foster care.</p>
<p><b>Article 22</b></p> <p>You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>	<p><b>Article 23</b></p> <p>You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p><b>Article 24</b></p> <p>You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p><b>Article 25</b></p> <p>If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p><b>Article 26</b></p> <p>You have the right to help from the government if you are poor or in need.</p>	<p><b>Article 27</b></p> <p>You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>

<p><b>Article 28</b></p> <p>You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p><b>Article 29</b></p> <p>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p><b>Article 30</b></p> <p>You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p>
<p><b>Article 31</b></p> <p>You have the right to play and rest.</p>	<p><b>Article 32</b></p> <p>You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>	<p><b>Article 33</b></p> <p>You have the right to protection from harmful drugs and from the drug trade.</p>
<p><b>Article 34</b></p> <p>You have the right to be free from sexual abuse.</p>	<p><b>Article 35</b></p> <p>No one is allowed to kidnap or sell you.</p>	<p><b>Article 36</b></p> <p>You have the right to protection from any kind of exploitation (being taken advantage of).</p>



<b>Article 37</b> No one is allowed to punish you in a cruel or harmful way.	<b>Article 38</b> You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.	<b>Article 39</b> You have the right to help if you've been hurt, neglected or badly treated.
<b>Article 40</b> You have the right to legal help and fair treatment in the justice system that respects your rights.	<b>Article 41</b> If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.	<b>Article 42</b> You have the right to know your rights! Adults should know about these rights and help you learn about them, too.
<b>Articles 43 to 54</b> These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.		

## Using the Toolkit

The Kids Inclusive tool kit has been structured around the following four central themes of exclusion and discrimination:

- Module 1: General Exclusion
- Module 2: Gender Discrimination
- Module 3: Disability Discrimination
- Module 4: Origin & Belief Discrimination

Each module presents a series of activities which provide:

- A simulation experience of the exclusion theme to build empathy.
- A range of first-hand accounts of exclusion experienced by children around the world with reference to key articles of the CRC and UNICEF's work.
- A challenge to stereotypes through the use of provocative quotations by famous individuals, media analysis and presentation of hard facts.
- An active learning experience to determine factors underlying exclusion and discrimination.
- A challenge for young people to apply their learning through local research, engagement with the local media and public campaign actions in support of UNICEF's on-going work.

The tool kit also contains supplementary modules to guide:

- Local research and project planning
- Working with the media
- Public campaign action and fundraising ideas
- Calendar with commemorative dates linked to exclusion & discrimination themes

The tool kit includes more than 40 hours of thought provoking activity, with plenty of scope for extra-curricula work. The kit is intended for use as a whole package due to extensive use of cross-module referencing but also because of the mutually reinforcing nature of each exclusion theme and the need to develop a holistic understanding of complex issues.

### **What part can schools play?**

Schools are where many young people meet exclusion, in various forms, for the first time in their lives. Each school should have its own plan to combat inequitable access, unfair treatment and all forms of abuse, including violence. Instead of seeing schools as part of the problem, we must start thinking of them as a means to help build a more humane and tolerant society. A school, or youth centre, that has banned discrimination within its own walls, and that manages to develop an understanding of equity among both teachers and students, may well be a society's best ally in the fight against prejudice, intolerance and discrimination.



## Users guide



### Activities

Each activity and items related to that activity are clearly identifiable by the round circle with the number of the activity in it.



### Aims

Describe the learning objective of each activity, with an indication of the age-appropriate target group.



### Materials

The activities clearly list the materials required – these will either have to be sourced by the facilitator, e.g. sheets of paper, magazines, glue etc. or consist of documents for photocopying that can be found immediately after the activity. Other relevant material, such as stories, are clearly marked and found in other sections of the pack.



### Time

Most activities can be completed in one hour. Some however will require some research that will have to be done at home. The activity can be continued in another session. The time frame for each activity is clearly marked.



### Methods

1. **Working in groups:** You may wish to specify the composition of the groups to avoid any participants being left out. Try to arrange groups of young people who don't usually work together. Be sensitive to the issues being addressed and to the fact that some young people in the group may have first hand experience of them.
2. **Role play:** Be aware that some young people do not like performing in front of others, encourage participants to take part without forcing anyone.



### Debriefing and evaluation

1. After each activity there will be an opportunity to go over the activity with the participants and address their questions and concerns.
2. For group discussions, make sure that all the participants in the group have their say. One way to do this is to give everyone three cotton buds (or other tokens such as beads). Every time someone speaks (this can include speaking to a neighbour!) they must hand over a cotton bud (a hat or box is useful for collecting them). If someone speaks for too long they may lose two or even three cotton buds in one go!

# Introduction



## **Variations**

Suggestions on how the activities can be adapted to suit different abilities or age groups are included. There are two categories 10 to 13 and 14 to 17. However you may wish to further adapt the activities according to local concerns and materials available.



## **Follow-up**

Some of the activities include a follow-up section; this involves either reading a story, which illustrates the issues addressed in the activity, doing research on the subject or developing ideas for action. They can either be included as part of the activity, if time permits, or carried out as project or home work.

## **Reality Check**

These stories have been carefully selected and adapted to give an insight into children's lives around the world. They are here to support an activity or they could be used independently. The stories are used to represent real situations that young people face; they are based on true stories, but some are a combination of more than one person's experience.

## **Further Information**

A list of Internet sites, provides further information on the issues tackled during the activity, some sites offer young people an opportunity to add their contribution.

## **Glossary**

Each unit includes a glossary of some of the more difficult words.

## **Endnotes**

The endnotes contain all references within the module plus a range of valuable web site references which may provide further guidance for learning, local research and public campaign action.

# Introduction



## Photo set

Each module includes thought provoking photographs on each of the themes. These images can be used for the following activities.

- Look at the photograph and paint a picture that expresses how you feel about it.
- Describe what you think the mood in the photograph is, e.g. happy, sad, frightened.
- Pretend to be one of the children and identify with him or her. Where are you? Who are you? What are you doing? Who are you with?
- Choose a photograph and write a poem or a story about it.
- Choose a photograph and explain what has been going on just before the picture was taken and what will happen afterwards.
- Take each photograph from the photo set and choose a CRC article which best summarises the image.
- Choose one photograph to develop a poster with a message about discrimination or exclusion, add a quote or slogan to the image.
- Read the media tips on photography; look at the pictures in the photoset to see if these rules apply, what could have been done to improve the photograph?



## Art work

Allow participants to express their feelings on the subject of a module or activity through the arts. This activity could be combined with some form of public exhibition or action, particularly when a large outdoor setting is required.

- Draw feelings and create an animation
- Create a collage
- Create a cartoon
- Use a variety of material to create a sculpture
- Take a photograph to express a theme (see media tips)
- Choreograph a dance
- Create a video (see media tips)
- Write a song and compose the music

# Introduction



## Further Action

This is a list of suggestions ideas for fundraising, awareness raising campaigns and projects that young people can become actively involved in. This section also includes a list of Internet sites. Some of the sites will provide further information on the issues, others are sites where young people can participate and add to the site.

## Research Tips

Provide young people with useful information on how to get started with their campaign. It describes what research should be undertaken and gives tips on formulating questionnaires and giving interviewing.

## Media Tips

One way to get children involved is through a media activity, this could be writing an article, conducting poll surveys, taking photographs, making a short film or getting involved in radio and television. The media tips provided in this pack aim to give young people a few pointers in exploring these domains. Users are urged to visit the MAGIC site on the UNICEF web page for more extensive links to children and media initiatives (see [www.unicef/magic/](http://www.unicef/magic/)).

## Calendar of important dates

Included in this pack is a 12 month generic calendar providing important international dates of commemorative events linked to exclusion and discrimination themes. There is plenty of space to add local commemorative dates consistent with the themes of the tool kit.

## Quotes, articles and facts

On the Reality check sheets there are boxes with famous quotes, relevant CRC articles and important facts to illustrate specific issues. Ask the participants to:

- illustrate the quotes;
- illustrate the articles;
- illustrate the facts;
- research other important quotes and facts to add to the list;
- use some of the facts or quotes to hold a class debate on a given issue.





# Introduction



## Guide to 'Reality check' stories -

These stories can be used independently or to support.



### Exclusion – unit 1

Title	Theme
Passport to a better future	Birth registration
It's not easy	Child headed families/HIV AIDS
On the street	Street kids
Locked up	Children in detention
On top of the world	Children in institutions
I would like to go home	Children and war
A small gesture	Friendship



### Gender – unit 2

Title	Theme
Dream a little dream for me	Girls education
Fighting the odds for an education	Child labour
Bought and Sold	Trafficking
A hotline to help	Domestic violence



### Disability – unit 3

Title	Theme
Autumn leaves	Views on mental disabilities
Life's good when you are in it	Right to life
The Campaigner	Importance of Immunisation
Dare to care	Care for a disabled sibling
Seeing what I see	Dyslexia story
The tragedy of landmines	Damage that landmines cause to children
Listen to me!	Right to be heard



### Belief and Origin – unit 4

Title	Theme
Behind bars	Asylum seeker/refugee
A job for me	Discrimination against Ethnic minorities
Racism and terrorism	Post 9/11 Racism and terrorism
All together now	Interfaith groups
Proud of two cultures	Multicultural Society
A sporting chance	Racism in Sport

### Media tips

We are more than the future	Children and the Media
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# Introduction

## Guide to Activities



### Introduction

	Title	Activity Type	Theme
①	Like you like me	Warm up	Similarities and differences
②	The Rights Categories	Warm up	CRC Rights
③	Force the circle	Warm up	Exclusion thought behaviour traits



### Exclusion Unit 1

①	Childs life cycle Game	Simulation	Exclusion when full potential denied
②	Break the stereotype	Simulation	Stereotypical representation
③	A step in life	Simulation	Social inequalities
④	Social justice	Simulation	Exclusion through lack of resources
⑤	Bullying- What can we do?	Action	Bullying



### Gender Unit 2

	Title	Activity Type	Theme
①	Sex-role stereotypes	Simulation	Consequence of gender stereotyping
②	Did you say girl?	Informative	Examines areas of gender discrimination
③	Same work, different pay	Simulation	Gender inequalities in the workplace
④	The myth about girls	Informative	Examines perception held about girls
⑤	Domestic affairs	Action	Domestic violence



## Disability Unit 3

	Title	Activity Type	Theme
①	See the ability	Simulation	Experience of having a disability
②	What do you see?	Informative	Exploring perceptions of disabled children
③	The story of two communities	Informative	Examines attitudes towards HIV/AIDS
④	Free fall writing	Action	Expressing feeling in verse
⑤	How, how, how?	Action	Examining ways to make action achievable



## Belief and Origin Unit 4

	Title	Activity Type	Theme
①	Pack of cards	Informative	Looks at how someone becomes a refugee
②	The 'Quest' game	Simulation	Examines hurdles faced by refugees
③	I believe you believe	Research	Religious tolerance
④	Cross culture trail	Action	Different cultural influences in our own society
⑤	Dear Friend	Action	Examines different religious beliefs
⑥	Sport units, racism divides	Action	Examines racism through sport

# Introduction



## ① Like you, like me<sup>2</sup>



### Aims

- Recognise similarities in a group. Used as an icebreaker and name-learning device for new groups (in this case use name badges).



### Materials

- Name badges – masking tape and pens



**Time** 15 minutes



### Method

1. Ask everyone to sit in a big circle. You should also be in the circle, sitting with an empty chair on your right.
2. Start the game like this: 'Sarah, I'd like you to sit next to me because you have brown eyes and hair like me.'
3. The student crosses the circle and sits next to you leaving an empty chair on the other side of the circle.
4. The student to the left of the empty chair invites someone to sit next to him/her in a similar way.
5. Continue till most of the class has moved.
6. Discuss how it felt to be invited to move because you had something in common with someone.



### Variation

Send someone away from you because they are different.



### Debriefing and evaluation

Discuss how everyone felt when they were asked to move. How did it feel to be asked to sit with someone or to be sent away?

## ② The Right Categories<sup>3</sup>



### Aims

- To develop an understanding of the different categories of child rights.



### Material

- Photocopy of the Convention on the Rights of the Child on card if possible (p 7-11)



**Time** 30 minutes



### Method

1. Split the participants into four groups and hand out all the cards at random, making sure each group has the same number.
2. Each group is given one of the following headings: survival, protection, development and participation.
3. The participants must trade cards between groups until they feel that they have all the articles that relate to their heading (some articles fit under more than one heading).



### Debriefing and evaluation

- Ask the groups to explain why they think that the articles they have match their heading.

# Introduction



## ③ Force the circle<sup>4</sup>



### Aims

- To experience being part of a majority or a minority.
- To analyse the strategies we use to be accepted by a group.
- To be aware of when we like to be part of the majority and when we like to be part of the minority.



### Materials

- Paper and pens for the observers.



**Time** 15 to 30 minutes.



### Method

1. Divide the participants into groups of 6 to 8 people.
2. Ask each group to choose from among themselves an 'observer' and an 'outsider'.
3. The observers need to note; what the people in the circle say amongst themselves or to the outsider; what the people in the circle do in order not to let the outsider in; what the outsider says and does.
4. Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them.
5. Explain that the 'outsider' will try to get into the circle while those who form the circle must try to keep him/her out.
6. Tell the observer to take notes on the strategies used both by the 'outsider' and those in the circle, and also to act as a time keeper.
7. After two or three minutes, and regardless of whether they managed to enter the circle or not, the 'outsider' joins the circle and another participant has a turn. The activity is over once all the members of the group, who wish to force the circle, have had a try.

This activity requires a lot of energy. In principle, there should be no aggression, unless the relations within the group are poor. If there are any signs of aggression stop the activity and move onto the debriefing and evaluation. Discuss the aggressive behaviour.



### Debriefing and evaluation

Bring the groups together to discuss what happened and how they felt.

- How did the people in the circle feel?
- How did it feel to be the outsider?
- What kind of behaviour did the observers notice?
- In real-life situations, when do participants like to be 'outsiders' or in a minority and when do they like to be part of the group or the majority?





## Endnotes

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<sup>1</sup> The national committees work independently to raise awareness of UNICEF's work and to raise funds to support national programmes aimed at securing the rights of every child.

<sup>2</sup> Based on an activity in 'Creative Force' by Save the Children, UK

<sup>3</sup> Activity 'A right to know' Article 12, by UNICEF UK Committee.

<sup>4</sup> Adapted from 'All different all equal', education pack, European Youth Centre, 1995. Council of Europe.

Section cover photo: UNICEF/HQ00-0570/ Roger Lemoyne

Front Cover photo: UNICEF/ Alpine Fund/ Garth Willis

# MAIN MENU



INTRODUCTION



EXCLUSION

Unit 1



GENDER

Unit 2



DISABILITY

Unit 3



BELIEFS & ORIGIN

Unit 4



PHOTOSET



FURTHER ACTION



RESEARCH TIPS



MEDIA TIPS



CALENDAR





# EXCLUSION

## UNIT 1



Kids Inclusive



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For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

unicef 

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## Background

The warm up activities used here look at similarities and difference between people and they allow participants to discuss what it feels like to be left out. They can be draw on at the beginning of any of the units.

The general theme of discrimination is introduced in a board game based on the life cycle of a child (from birth, through the early childhood years all the way through to the teens – and possible pregnancy). The cards used in this game represent the very different circumstances that children in this world face. The game aims familiarise participants with some of the ways in which a child is discriminated against. It also indicates how this can have an impact on a child's life. The inequality of opportunity is such a key factor in exclusion that it is examined in more detail in two other activities in this unit. One activity encourages participants to step in the shoes of individuals in different circumstances to promote empathy. The other activity looks at the unfair distribution of resources and possible responses to this type of injustice.

Stereotyping can be manifestation of deep-rooted prejudices in society. Young people are encouraged to recognise that common stereotypes are a form of discrimination, they are then encouraged to challenge them. The last activity in this unit addresses a form of exclusion that most young people will have come across personally; as a victim, an observer or even as a perpetrator. Bullying is widespread in most schools and youth centres. The issue is raised here and ways of confronting the problem are explored.

This exclusion unit lays the foundations for exploring exclusion related to gender, disability, beliefs and origins in more depth in subsequent units.



# Exclusion

## Reality check



### Passport to a better future<sup>1</sup>

**Juanita**



**Angola**

I was born in 1987, in a small village in Huambo province. I never met my father; he was killed by a landmine. My only brother was taken by guerillas when I was six years old. I've never been to school. I never played with other children. There was no record of my arrival in the world; my birth wasn't registered because my mother was too busy just trying to keep us alive. We were always moving from place to place, often hiding, trying to scavenge food from wherever we could. One day soldiers came to our hut they asked for things. We didn't have anything so they killed my mother in front of me. They set the hut on fire and forced me to leave with them. I was seven years old when all this happened.

I saw people being beaten and killed. I was forced to wash, cook and carry for the soldiers. I had two babies with soldiers by the time I was twelve. One of my babies died at birth, I didn't even have a midwife to help me. My second baby is still with me but she is not at all well.

The first school I ever saw was at the camp. This is where I live now. I came here after the soldiers were attacked and I managed to escape. I walked and walked until someone found me and brought me here. The day after I arrived I was taken to an office. They asked for the name of my baby's father but I couldn't answer. I had been told by others that I needed to be registered to get health care and for my baby to go to school later. I was relieved when they said I could register myself and my baby. We belong somewhere at last."

#### Facts

120 million babies are not registered every year. If you are not registered at birth you have no name, no nationality and no rights – because legally you don't exist! Without a birth certificate you may not be able to go to school, receive health care, get married or vote.

UNICEF works with governments to secure a child's right to an identity. In Angola, after a seven-month campaign in 2002 nearly half a million children were registered.

#### CRC Article 7:

You have the right to a name, and the government should officially recognize this. You have the right to a nationality (to belong to a country).

#### CRC Article 8:

You have the right to an identity – an official record of who you are. No one should take this away from you.

#### CRC Article 11:

You have the right to be protected from kidnapping.

#### Quotes

*'But I, being poor, have only my dreams; I have spread my dreams under your feet; Tread softly because you tread on my dreams.'*  
W.B. Yeats

*'Those who come to me for refuge, even if their birth is low: women, artisans, and serfs, to the highest goal shall go'*  
Bhagavad Gita, 9,32

### What do you think?

1. What shocked you most about this story? Why
2. Which of Juanita's child rights have been broken?
3. Why do you think so many births are not registered in the world?
4. Do you think it will make any difference to Juanita and her child, now that they are registered? Why?



# Exclusion

## Reality check

### It's Not Easy<sup>2</sup>

Neema, 17



#### Facts

More than 10 million children have been orphaned by AIDS. AIDS has become the biggest killer of parents and therefore the reason most children in the world today, become orphans. AIDS orphans are at great risk of abuse and exploitation.

UNICEF works with governments and NGOs to help support orphans and children infected by HIV/AIDS and ensure that they have access to education and health services on an equal basis with other children.

#### Tanzania

I am the eldest of six children. I have five younger brothers and no parents. My father died of AIDS. Then my mother became very ill and I cared for her until she died when I was 12. I was so lonely when my mother died. My neighbours didn't come and see us or offer us any help.

My parents believed that education was important for us children. They told us that it was our only chance to escape poverty. After my parents died I felt sad that I would have to give up school. I was lucky that social workers were told about my problem and they found an organisation that would help me stay in school. I just had to prove that I could cope with looking after my brothers and studying! Well, I've been doing it for three years now. It's not easy...

I get up at 5.30 every morning and cook porridge for six. I give my brothers jobs to do after they come back from school. That's how we manage. We all help each other. I do a few jobs to earn some money, so do the oldest of my 'little' brothers.

We don't have a lot to eat but we do have each other. I just try to take one day at a time and I hope that my brothers and I will live up to the dreams my parents had for us.



#### CRC Article 20:

You have the right to special care and help if you cannot live with your parents.

#### CRC Article 26:

You have the right to help from your government if you are poor or in need.

#### CRC Article 27:

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

#### Quotes

*'Young people are kept in poverty, not by a padlock to which there is a single key, but a combination lock that needs many factors to release it.'*

UNICEF IRC, Italy  
2000

*'Only the educated are free'*  
Epictetus

### What do you think?

1. Why do you think the neighbours didn't visit or offer to help?
2. Why did Neema's parents believe that education was so important?
3. How do you think Neema manages to cope with her life?
4. If you were Neema's neighbour what would you do to help her?
5. What do you admire most about Neema?

# Exclusion



## Reality check

### On the Streets<sup>3</sup>

#### Lee, 16

"I left home two years ago. My parents divorced and my mother remarried. My dad moved away chasing some job or other. I didn't get on with mum's new husband at all. He was always shouting at everyone. I hated him. He didn't like my friends so I stopped taking them home. I stayed out a lot and he didn't like that either. He drank too much and became aggressive. I finally ran away when he started to hit me.

When I left I walked for hours and hours. I just wanted to get as far away as possible. Eventually I hitched a ride to the city. I felt scared and excited, until night fell. Then I just felt scared. The first few nights I found places where I could hide until morning. One evening I came across a group of boys sniffing glue. They said I could join them if I could buy, or steal, some more glue for them. I didn't want to be on my own anymore so I stole something for the first time in my life. After that I didn't think twice about stealing food, clothes, money, anything at all. And I became addicted to glue sniffing.

The next year passed in a blur. I stayed on the streets but I was often arrested and thrown in prison. I got into fights with guys who swore and spat at me, just because I was homeless. Gangs of boys, much older than me, used to wreck my shelter, just for fun. The lack of food and too much glue used to make me pass out a lot and I was always sick. Some people used to offer me money to do things for them. I don't want to talk about that. The low point came when my best friend Max, died. He was sniffing glue one minute, having a laugh with all of us, then he had some sort of fit and fell down. We thought he was still clowning around. He didn't move. We didn't know what to do, who to turn to. Suddenly I felt more alone than I had ever felt before."

#### What happens next?

##### This is what happened

Lee phoned an emergency number. Max was taken to hospital and Lee went with him. Sadly Max died but Lee was approached by a local organisation who work with street kids. He was offered accommodation and counselling. "I still haven't gotten over Max's death. I still have nightmares about it. I've made new friends here at the centre and I've even managed to persuade some of my mates from the streets to come to the centre. I know I'm lucky to be given another chance and I'm going to make the most of it. I'm back at school and I'm learning things that will help me make a living when I leave. The people here have helped me find my dad. He wants me to stay with him when I leave here. I'll keep in touch with some of my 'street mates' though, they're my second family. I feel like I've been given my life back, but I'll never forget my other life. I'd like people to know that the homeless are not low life. They are just you in different circumstances."

**Make a poster to encourage people to think of the homeless as 'themselves in different circumstances.'**

#### All the CRC rights

Children living on the streets and deprived of parental care are a manifestation of a total denial of children's rights.

#### CRC Article 20:

You have the right to special care and help if you cannot live with your parents.

See Street kids International

[www.streetkids.org](http://www.streetkids.org)

# Exclusion

## Reality check



### Locked up<sup>4</sup>

**Théogène, 14**

**Rwanda**

"I'm Théogène. I have been in Butare prison for 10 months. I haven't had a trial yet. I don't know, maybe they have forgotten me. I share this space, (two cells, each measuring only 20 square metres) with 350 men and boys, most of them are murderers. We all share one shower and four toilets.

We sleep on these four rows of wooden planks. I'm on the second row. You have to climb a ladder to get there. I have to share my space with Anastase. He lends me his blanket. We don't own much, just one bag of belongings. Our sleeping space is one square metre surrounded by plastic sheeting. My friend Mbarizi is writing a song called 'Itindo' that means 'stacked like chopped wood, Hambere sings the songs and I play this homemade guitar. Our band is called PMG. That stands for Positive Music Group.

I miss my family, especially my mother. When I get out of prison I want to take care of her. She came to visit me once. On days when prisoners can be visited, we stand in lines in a field. Each of us then has 30 seconds to greet our visitors. It's just long enough to say hello and then they have to leave. My mother was so upset last time she hasn't been back to see me."

#### Facts

As a result of UNICEF's efforts, six prisons in Rwanda now have separate wings for minors and visitors are allowed to stay for longer. Rwanda has signed the Convention on the Rights of the Child and is working towards improving its treatment of young offenders. In Rwanda, around 130,000 prisoners are held in facilities originally built for about 13,000.

#### What do you think?

1. Measure out two spaces of 20 square metres, imagine sharing that space with 350 others.
2. Measure out one square metre. If possible box it in and surround it with plastic sheeting. Try to lie down in this space with one other person. Imagine having to sleep like that.
3. Théogène and his friends were writing a song about the conditions they live in called 'Itindo' or 'Stacked like Chopped Wood'. Write the song for them. Put it to music if you can.

#### CRC Article 16:

You have the right to privacy.

#### CRC Article 25:

If you live away from home, you have the right to have living arrangements looked at regularly to see if they are appropriate.

#### CRC Article 40:

You have the right to legal help and fair treatment in a justice system that respects your rights.

#### Quote

*'The most serious problem in the world today, is the growing chasm between the richest and the poorest people on earth.'*

Jimmy Carter, 2002 winner of the Nobel Peace Prize.



#### Follow up

Look at the Danish Event in the Further Action section.

# Exclusion

## Reality check



### I would like to go home<sup>5</sup>

**Jacob<sup>6</sup>**



#### Sudan

In my hometown in Southern Sudan there was fighting everywhere. There was no school and I was just looking after the animals all the time. For a long time I dreamed of running away to a place where there was no war, where I could go to school again, where there was food, and no bombs. Lots of people were going there. I asked my father 'Can't we go there now?' But he said it was too dangerous.

Too many people were dying on the road of hunger and thirst.

When a woman who lived next door left with her two children, I decided it was time to go. So I just left without telling anyone. Not even my father. The first day I didn't eat, I just ran. The first night I climbed a tree, because I was afraid of the wild animals. But I couldn't sleep. The next day I found the woman who had lived next door. She said, 'You can come with us'. So we walked for days. In one place where there were mines, someone was blown up and everyone panicked and started running. There was blood everywhere, but we kept on walking. There was no food and people began eating leaves. Most of us were very ill. After ten days people in our group began to die.

#### Facts

Of the 35 million refugees and displaced people in the world, 80% are women and children.

Conflict has orphaned or separated more than 1 million children from their families in the last ten years.

After weeks and weeks of walking and starving we reached the camp in Ethiopia. This is the place I dreamed of. Now I go to school again. There is food and medicine. But when I hear the planes I remember my father and brothers in the village and I am sad. I don't know when I will see them again. I would like to go home.

#### What do you think?

1. Why did Jacob want to leave Southern Sudan?
2. Why did his father not want to leave?
3. Write Jacob's story as a newspaper article campaigning against war and its effect on children. You can also use the quotes and facts on this page.

#### CRC article 38:

You have the right to protection and freedom from war. Children under 15 cannot be forced to go in the army or take part in war.

#### Quotes

*"We have been crying to the world and many come to take photos and make promises, but they never come back and everything carries on the same."*

Keltoum, 14, Sudan

*"As peace is all goodness, so war is an emblem, a hieroglyphic, or all misery"*

John Donne (1622)



# Exclusion



## Reality check

### On Top of the World<sup>7</sup>

Oskar<sup>8</sup>, 17

#### Kyrgyzstan



*'I thought things were OK at home, until Dad walked out on us. Mum got depressed and started drinking. That left me trying to look after everything because my sister was too young. I tried to keep things going but people began to notice something was wrong. A woman came round to talk to my Mum. She said if Mum didn't stop drinking they'd have to take us away...she didn't stop. We were brought to this children's home. When we arrived I hated it and I hated my Dad for making all of this happen. I realise now that it's not such a bad place. Do you know the worst part of it? Boredom. Nothing-to-do. I think that's why some kids got into fights. We used to spend most of our 'free time' standing at the fence looking out at the cars passing by, wondering where all those people were going. None of us knew where we were going.'*

#### CRC Article 21

You have the right to care and protection if you are adopted or in foster care.

#### Quote

*'If I have the belief I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.'*  
Gandhi

*now that it's not such a bad place. Do you know the worst part of it? Boredom. Nothing-to-do. I think that's why some kids got into fights. We used to spend most of our 'free time' standing at the fence looking out at the cars passing by, wondering where all those people were going. None of us knew where we were going.*

*My life changed when these people came from the Alpine Fund and asked if I'd like to go and climb a mountain! They told us that 90 per cent of my country is made up of mountains and I'd never been up one! We were told that we had to get fit and listen to instructions if we wanted to go with them. I can't tell you how hard I worked. I really wanted to climb a mountain, but more than anything else I wanted an adventure. Let me tell you something, when I climbed that mountain I felt that I could live forever. I was on top of the world - I could do anything!'*

Many of the young people in Oskar's orphanage have never known their parents and have spent their entire lives in institutions. Some used to sleep on the streets, some lived with families that fell apart because of alcoholism and poverty. They are known as 'the kids that live in the orphanage' and they rarely venture outside. One of the biggest challenges they face is learning how to communicate with people who don't know them. Being excluded from society as a young child is a stigma that is difficult to overcome. The children leave the orphanage at the age of 16 or 17 unprepared for adult life. They have no money, no support, and worst of all no family to turn to for help. Meeting the challenges of basic survival in 'their mountains' helps them develop the strength of character they need to face an uncertain future.

UNICEF supports local organisations that provide young people, like Oskar, with the necessary life skills to live independently. The Alpine Fund was established in Kyrgyzstan in 2000, with UNICEF backing, to offer children in institutions the chance to develop social and survival skills and to build their confidence.

#### What do you think?

1. Why do you think mountain climbing changed Oskar's life?
2. UNICEF doesn't think that institutions are the best option for vulnerable children, although they are necessary as a last resort. Why are they not the best option? Think of, or find out about, better alternatives. Explain why they are preferable to institutions.

# Exclusion

## Reality check



### A Better World<sup>9</sup>

**Malal, 15**



#### Senegal

I was born in Dakar, the capital of Senegal. I'm one of the youngest in my family. I've got four brothers and two sisters. I don't live with my family anymore. A few years ago I got into a bit of bother and ended up being sent to an Islamic school for street kids. I didn't want to go at all. I told one teacher that I didn't think the conditions in the school were very good. He encouraged me to try and improve things. First I talked to the students, then the teachers, then local businessmen

and politicians. I think it was while I was doing that, that someone noticed how outspoken I was!

#### CRC Article 12:

You have the right to give your opinion, and for adults to listen and take it seriously.

#### Quotes

*'Knowledge is power'*  
Francis Bacon

*'Education costs money, but then so does ignorance'*  
Sir Claus Moser

In 1999 I was asked to travel to another country for the first time. I went to Geneva in Switzerland as a delegate to the Children's Forum. We talked about the Convention on the Rights of the Child. When I returned I talked about my experience to everyone! I decided to get actively involved in the fight against poverty. Now I'm a member of the Senegalese Children's Parliament, an organisation working against extreme poverty. I have also talked to the President of our National Assembly about the need for laws against child labour.

I want to make sure everyone understands how important it is for young people to get involved when decisions are made about us. I will be part of the Children's Forum in New York and join with groups talking about the Eradication of Poverty. I think that armed conflict, HIV/AIDS and education are some of the most important issues in my country, but other issues must be addressed to help improve the world for all children. I think that the time has come for adults to work with us to build a better world.

### What do you think?

1. Why do you think Malal is able to speak up about issues that concern him?
2. If you had the chance to join a Children's Forum what would you like to talk about?
3. Either/or:
  - a) Work with a partner. One of you is the interviewer the other a participant at a Children's Forum. Find out what the participant believes in and what he/she thinks needs to be done about it.
  - b) Develop a Children's Forum within the class. Vote in a Chairperson. Some students could be journalists, the rest participants from different countries. Give some time to prepare issues to discuss/questions to ask. Make sure that everyone has the chance to speak if they want to.

#### Facts

The three wealthiest men in the world have more money than the thirty poorest countries.



# Exclusion



## Reality check

### A small gesture<sup>10</sup>

One day, when I was in my first year at high school, I saw a boy from my class walking home from school. His name was David. He was carrying loads of books. I thought he was a bore, taking all his books home for the weekend. As I walked on, I saw a bunch of kids running towards him. They knocked his books out of his arms and tripped him up so he landed in the dirt. His glasses went flying, he looked up and I saw this terrible sadness in his eyes.

My heart went out to him. So, I ran over and handed him his glasses. I said, "Those guys are idiots." He looked at me and said, "Thanks!" He smiled. It was one of those smiles that show real gratitude. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me. I would have never hung out with someone like him before, but the more I talked to him the more I liked him. He turned out to be a pretty cool kid. I asked him if he wanted to play football with my friends. He said yes. We hung out all weekend and my friends got to like him too.

Over the next four years, David and I became best friends. He was a good student and was asked to prepare a speech for our leaving day. Although he had become much more confident and was popular with both students and teachers I could see that he was nervous about his speech. I patted him on the back and said, "You'll be fine!" He looked at me and smiled. "Thanks," he said.

As he started his speech, he cleared his throat, and began. "Today is a time to thank those who helped us through the tough years, parents, teachers, siblings...but mostly our friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story." I looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself that weekend. He told everyone that he had cleaned out his locker so his mother wouldn't have to do it later. That was why he was carrying all his books home!

He looked hard at me and said, "Thankfully, I was saved. My friend saved me from doing the unspeakable." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his mother and father looking at me, they had that same smile! Not until that moment did I realize its depth. I learned a lot from my friend. I know that you should never underestimate the power of your actions. With one small gesture you can change a person's life. For better or for worse.

### What do you think?

1. What was the author's first opinion of David and how did it change?
2. What had made David want to commit suicide?
3. What stopped him from "doing the unspeakable?"
4. What does the author mean when he says that one small gesture can change someone's life for better or worse?
5. Write a story about a small gesture that changed your life, or the life of someone close to you.

#### CRC Article 19:

You have the right to be protected from being hurt and mistreated, in body or mind.

#### Quotes

*"Tell me and I forget.  
Show me and I  
remember. Involve  
me and I understand"*

## ① Cycle of life<sup>11</sup>



### Aims

- To look at the different circumstances that help, or prevent, a child from reaching their full potential.
- To understand that good and bad situations have an effect on how we live and who we are throughout our lives.



### Materials

- Copies of the board game “Child’s life cycle” - one per group of four;
- Beads of different colours;
- Life cycle cards – cut up and marked with the life cycle stage on the back.
- One dice per group.



**Time** 45 min to 1 hour



### Method

1. Introduce the game by telling the participants that they will be playing a game based on the life cycle of a child. Ask them what a life cycle is.
2. Write pregnancy on the board. Tell them that’s where it all starts, in this game anyway! Then write the other stages in a circle.
3. Explain that the reason the life cycle of a child is divided up in this way (for this activity) is that each divisions is an important stage in a child’s development. At each stage influences can help a child grow physically, mentally and socially. Give examples (use the cards to help), ask for others.
4. Difficult influences can limit a child’s growth and development. Look at examples and ask for others.
5. Tell them that they will play in groups of three or four.
6. Each person throws a dice. They move according to the number thrown and then pick up a card from the correct life cycle age, according to where they are on the board.
7. They should read aloud the card they pick up and make a note of the points they score or lose. They then replace the card in the correct pile.
8. If anyone throws a six they are on ‘holiday’ and they automatically receive two points, but they don’t move anywhere and they don’t pick up a card.
9. Each player moves around the board according to the numbers they throw. They may have to pick up two, or even three cards in one section. If the cards have all been read they may read one that has been ‘used’ before.
10. All of the players should reach the end of the life cycle and then add up their points.
11. The ‘winner’ is the person with the most points at the end of the game.

# Exclusion



## ①



### Variations

The cards can be used by themselves:

1. Ask the participants, in pairs, to put the negative and positive situations together. Ask them whether they think some people live their lives with just positive influences and others with just negative influences, or is it more mixed than that? Does it depend on where in the world you live? What other factors may be important?
2. Play Life Cycle Happy Families.
3. Play Life Cycle Snap, pairing opposite influences.



### Debriefing and evaluation

1. What did they think of the game?
2. Was there a big difference in the scores at the end? Why? (Some might have had mostly negative or positive cards, others a more balanced mix) Is life like that?
3. Which of the cards could they relate to? Which were very different from their own experiences?
4. Imagine if life dealt you mostly negative cards. What would your life be like? What might happen to you?



### Follow up

1. Ask participants to imagine a 'worst case scenario' for someone's life, using the cards. Go through this example with them:

A girl under 16 (give her a name), who never went to school, is pregnant. She lives in a very poor, remote area with no access to clean water or health facilities. She doesn't have very nutritious food to eat.

How could this person's life be improved? Ask for examples. Perhaps a clean water supply is built in her village. What might happen next? Perhaps people start to grow vegetables and plant fruit trees because there is more water. Maybe more people want to live in the village because there is clean water and so a health centre is set up. The local school has to grow to make room for more children and maybe they begin to offer literacy classes to adults.

2. Explain to participants in pairs, or individually, that will focus on one of the other parts of the Life Cycle each. Make sure that someone covers each part.
3. Ask them to go through a 'worst case scenario' like the example you went through with them. They should pick at least two difficult situations to address. They then have the chance to improve that person's life. How will they do it?
4. Examples could be read out in class and further suggestions added.
5. Which problems do they think are the most important to address? Which ones seem to be easier to do something about and which may be more difficult? Do any of the problems seem to have the same solution? Which ones?

Read reality check story: 'It's not easy'



# Cycle of life



For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY





## Cycle of life cards

<p><b>Pregnancy</b></p> <p>My mother has clean water to drink and a good diet.  <b>+5 points:</b> I won't be born with problems caused by poor nutrition.</p>	<p><b>Pregnancy</b></p> <p>My mother only has dirty water to drink and she doesn't eat well either.  <b>- 5 points:</b> This increases the chances of me being born weak or with a disability.</p>
<p><b>Pregnancy</b></p> <p>My mother is between 21 and 35 years old.  <b>+3 points:</b> She has less chance of having problems during pregnancy and childbirth.</p>	<p><b>Pregnancy</b></p> <p>My mother is under 16 years old.  <b>3 points:</b> This increases the chances of me, or her having problems during pregnancy or childbirth.</p>
<p><b>Pregnancy</b></p> <p>My mother finished high school.  <b>+3 points:</b> This is really good for my whole family's health and welfare.</p>	<p><b>Pregnancy</b></p> <p>My mother didn't go to school.  <b>- 3 points:</b> This is not so good for my family.</p>
<p><b>Pregnancy</b></p> <p>My mother has regular health checks  <b>1 point:</b> That's good because they will find, and try to fix, any problems early.</p>	<p><b>Pregnancy</b></p> <p>My mother lives too far from any health centre to have any checks.  <b>- 1 point:</b> If we have problems they may not be detected until it's too late.</p>
<p><b>Birth</b></p> <p>My mother gave birth with a qualified medical person present.  <b>+3 points:</b> She was there to help me and my mother when there were complications.</p>	<p><b>Birth</b></p> <p>My mother gave birth with no qualified medical people around.  <b>- 3 points:</b> We had problems and both of us nearly died.</p>
<p><b>Birth</b></p> <p>There was plenty of clean water available when I was born.  <b>+3 points:</b> The water was needed to stop either of us getting infections.</p>	<p><b>Birth</b></p> <p>There was only a little, dirty water available when I was born.  <b>- 3 points:</b> We couldn't be kept clean and both of us became ill.</p>

# Exclusion



1

## Cycle of life cards

<b>Birth</b>  My mother breast fed me straight away <b>+2 points:</b> Mother's milk is best. It helps to protect babies from illness and is clean and nutritious.	<b>Birth</b>  My mother bottle-feeds me. <b>- 2 points:</b> The water isn't clean and she doesn't use enough milk powder. I'm sick a lot and I'm not putting on weight.
<b>Birth</b>  I was born healthy to a healthy mother. <b>+5 points:</b> A good way to begin my life!	<b>Birth</b>  I was born HIV positive in a developing country. <b>- 5 points:</b> This is a tragic way to begin my life.
<b>0 to 2 years</b>  My birth has been registered. <b>+5 points:</b> That's good because my name and nationality will be recognised by the state and I will benefit.	<b>0 to 2 years</b>  My birth hasn't been registered. <b>- 5 points:</b> That's not good because I will not be entitled to health care, an education or even to get married!
<b>0 to 2 years</b>  I am fully immunised. <b>+5 points:</b> This means I have protection from diseases that could have disabled or even killed me.	<b>0 to 2 years</b>  I have not been immunised. <b>- 5 points:</b> This means that I am vulnerable to diseases that could leave me disabled or may even kill me.
<b>0 to 2 years</b>  I am well looked after all day. <b>+5 points:</b> My brain is developing a lot and all the time someone plays with me and talks to me, I'm learning.	<b>0 to 2 years</b>  I am often left on my own while my family work. <b>- 5 points:</b> I'm not learning anything and I might even have a serious accident.
<b>0 to 2 years</b>  I have cystic fibrosis and my parents know. <b>+ 1 points:</b> I was routinely tested soon after birth, so the right treatment has been given to me.	<b>0 to 2 years</b>  I have cystic fibrosis and my parents don't know. <b>- 5 points:</b> I have trouble breathing and my lungs are damaged, because I have not been tested for this illness.





## Cycle of life cards

<p><b>3 to 5 years</b></p> <p>I go to pre-school.  <b>+5 points:</b> I have fun and learn a lot. My mother is free to work while I'm at school.</p>	<p><b>3 to 5 years</b></p> <p>My sister looks after me while Mum works.  <b>- 5 points:</b> She's only 8 years old. She can't go to school herself, because she has to look after me.</p>
<p><b>3 to 5 years</b></p> <p>I am part of a loving family.  <b>+5 points:</b> I feel happy and secure.</p>	<p><b>3 to 5 years</b></p> <p>I live in a children's home.  <b>- 5 points:</b> I'm shy and lonely. I want a mother and a father who will love me and think I'm special.</p>
<p><b>3 to 5 years</b></p> <p>I have a disability but it was found early.  <b>+3 points:</b> This has helped my parents to get treatment for me, to improve my life and make it easier for them to keep me at home.</p>	<p><b>3 to 5 years</b></p> <p>I have a disability that isn't understood.  <b>- 3 points:</b> My parents don't know how to cope. They hide me away and talk about putting me in an institution.</p>
<p><b>3 to 5 years</b></p> <p>I eat lots of fresh fruit and vegetables.  <b>+3 points</b>  I am very healthy and have good eyesight.</p>	<p><b>3 to 5 years</b></p> <p>I rarely eat any fresh fruit or vegetables.  <b>- 3 points</b>  I am often sick and my eyesight is not very good.  (Vitamin A deficiency)</p>
<p><b>6 to 9 years</b></p> <p>I go to primary school.  <b>+5 points:</b> I'm learning about a lot of things and I have loads of friends.</p>	<p><b>6 to 9 years</b></p> <p>I have to work for 10 hours every day.  <b>- 5 points:</b> The work is dangerous and I have no time to go to school, or to play with friends.</p>
<p><b>6 to 9 years</b></p> <p>We have clean water in our house.  <b>+5 points:</b> Easy access to lots of clean water is very good for our health.</p>	<p><b>6 to 9 years</b></p> <p>I walk for two hours every day to get water from a small lake.  <b>- 5 points:</b> Carrying heavy water is bad for my back and the water is really dirty.</p>

# Exclusion

1



## Cycle of life cards

<p><b>6 to 9 years</b></p> <p>My family came here from another country. We have been warmly welcomed.</p> <p><b>+3 points:</b> We feel happy and secure.</p>	<p><b>6 to 9 years</b></p> <p>My family came here from another country. We have not been welcomed.</p> <p><b>- 3 points:</b> We get shouted at by some people. I feel very nervous and worried.</p>
<p><b>6 to 9 years</b></p> <p>My family speak a different language at home. I get help in both languages at school.</p> <p><b>+3 points:</b> I don't suffer from any disadvantage just because I don't speak the language of this country well yet.</p>	<p><b>6 to 9 years</b></p> <p>My family speak a different language at home. I'm not allowed to speak it at school.</p> <p><b>- 3 points:</b> I feel stupid at school although I can read and write well in my own language.</p>
<p><b>10 to 18 years</b></p> <p>I go to high school.</p> <p><b>+5 points:</b> An education will be good for my future and for the future of my family.</p>	<p><b>10 to 18 years</b></p> <p>I can't go to school because I work.</p> <p><b>- 5 points:</b> My work is damaging my health and I will not be able to get a better job without an education.</p>
<p><b>10 to 18 years</b></p> <p>I have a disability but I get a lot of support.</p> <p><b>+5 points:</b> I enjoy going to the local school and I have a good social life.</p>	<p><b>10 to 18 years</b></p> <p>I have a disability but I don't get any support.</p> <p><b>- 5 points:</b> I have to stay at home. I don't go to school and I don't have any friends.</p>
<p><b>10 to 18 years</b></p> <p>I have a happy home life.</p> <p><b>+5 points:</b> I feel confident and happy about my future.</p>	<p><b>10 to 18 years</b></p> <p>I don't get on with Mum or my Step Dad.</p> <p><b>- 5 points:</b> I can't talk to them. They just shout and he's violent. I think I'm pregnant but I can't tell them.</p>
<p><b>10 to 18 years</b></p> <p>My background is quite different to the other kids at school but we all get on well.</p> <p><b>+3 points:</b> I'm confident and happy and I am getting on OK with my studies.</p>	<p><b>10 to 18 years</b></p> <p>My background is quite different to the other kids at school. They bully me.</p> <p><b>- 3 points:</b> I can't study. I feel lonely and I am really unhappy.</p>

## ② Break the Stereotype<sup>12</sup>



### Aims

- To encourage the participants to recognise that stereotyping is a form of discrimination.
- To challenge common stereotypes.



### Materials

- Characteristics, stereotypes and reality sheet - one per participant



**Time** 45 min to 1 hour



### Method

1. Start by asking the participants whether they know what the word 'stereotype' means.
2. Ask them to describe a 'stereotype hero'. Write their words on the board.
3. Now ask them for examples that break the stereotype. They may think of real people or characters from books or films such as *Harry Potter* and *Shrek*.
4. Explain that you want them to start thinking of how people may stereotype them and how they break those stereotypes. You can use yourself as an example.
5. Divide the participants into pairs, try and match people who don't usually work together and give a copy of the stereotype sheet to each of the participants.
6. In the first column ask them to list their characteristics (hair colour, features, hobbies).
7. Ask the pairs of participants to swap sheets.
8. In the next column ask them to write a stereotype associated with each characteristic that the other participant has listed. If they don't think there is one, they can leave a blank.
9. Swap the sheets back again.
10. Ask the participants whether they agree with the stereotype associated with the characteristic. If they agree suggest that they circle the stereotype, if they don't agree suggest crossing it out and writing down what they consider to be the reality.
11. Ask for volunteers to read out what they have written.

#### *Definition of Stereotype:*

A standardised character, a fixed idea or a label given to certain people or characters because of who they are, what they look like, etc



### Debriefing and evaluation

Start by asking the group what they thought of the activity.

- What did it tell them about stereotypical images we hold and reality?
- What did the participants think of the stereotypes associated with their characteristics?
- Do these stereotypes worry them?

# Exclusion



## Characteristics, Stereotypes and Reality

My characteristics	Stereotype	Reality
<i>Example</i>  <i>Blonde</i>	<i>Example</i>  <i>Not intelligent, fun loving.</i>	<i>Example</i>  <i>I love studying and I am shy.</i>
1		
2		
3		
4		
5		

# Exclusion



## ③ Stepping out<sup>13</sup>



### Aims

- To promote empathy with those who are different.
- To raise awareness about the inequalities of opportunity in society.
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.



### Materials

- One role card per participant (adapted, if required, to your situation);
- Question sheet;
- An open space (a corridor, large room or outdoors).



**Time** 45 minutes to an hour



### Method

1. Explain to the participants that they are going to be asked to 'step into someone else's shoes'. They will be told who they are going to be and they will need to use their imagination to respond to questions as that person.
2. Hand out the role cards at random, one to each participant. At least three participants should be handed cards that tell them to be themselves. Tell all the participants to keep their roles secret.
3. Line the participants up and ask them to begin to get into their role. To help them, read out some of the following questions, pausing after each one, to give the participants time to think and build up a picture of themselves and their lives:
  - What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
  - What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
  - What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time/ in your holidays?
  - What excites you and what are you afraid of?
4. Tell the participants that you are going to read out a list of situations or events. Every time they can answer 'yes' to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
5. Read out the situations one at a time. Pause for a while between statements to allow people time to step forward and to look around to take note of their positions relative to each other.
6. At the end invite everyone to take note of his or her final position. Then give them a couple of minutes to come out of their role before debriefing.



## ③



### Debriefing and evaluation

- Start by asking the participants about what happened and how they felt about the activity.
- Talk about the issues raised and what they have learnt:
  - How did the participants feel when they stepped forward?
  - How did they feel when they were not stepping forward?
  - For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
  - Can the participants guess who was who? (Read out some of the more extreme roles).
  - How easy or difficult was it to play their role? How did they imagine what the person they were playing was like?
  - Are they sure the information and the images they have of the characters are reliable? Or are they based on stereotypes and prejudice?
  - Does the exercise mirror society in some way? How?
  - What are the rights some people are denied?
  - What first steps could be taken to address the inequalities in society?

### Tips for the facilitator

Make sure the participants can all hear you, especially if you are working outdoors or with a large group. You may need to use co-facilitators to relay the statements. In the imagining phase at the beginning, it is possible that some of the participants may say that they know little about the life of the character they have to act. Tell them that this does not matter and that they should use their imagination as much as possible.

The power of this activity lies in the impact of actually seeing the distance increase between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not. To enhance the impact you should adjust the roles to reflect the reality of the children's own lives. As you do so, be sure you adapt the roles so that only a few people can take a step forward (i.e. answer yes). This also applies if you have a large group and have to devise more roles.



### Follow-up

Read the story from 'Reality check': 'On the streets'

## 3

### Situations and events

1	You have always had enough money to do as you wanted.
2	You have a nice home with a telephone and a television.
3	You feel that you are respected by everyone around you.
4	You feel that your opinions count and people listen to you.
5	You have completed or will complete your secondary schooling.
6	You are not afraid of being stopped by the police.
7	You know where to turn for advice and help if you need it.
8	You have never felt discriminated against.
9	You can see a doctor and get medicines when you need it.
10	You can go away on holiday once a year.
11	You can invite friends round any time.
12	You have an interesting life and are positive about the future.
13	You feel you can study and follow the profession of your choice.
14	You are not afraid of being harassed or attacked in the street.
15	You can go to the cinema or the theatre at least once a week.
16	You can fall in love with the person of your choice.
17	You eat healthily and what you want.
18	You can use and benefit from the Internet.
19	You can easily go out with your friends.
20	You can work for money.

## Exclusion



### ③ Role cards

You are a 16-year-old pregnant school girl.	You are the daughter of a wealthy businessman. You are 18 and studying at University.
You are 15 and you suffer from dyslexia.	You are a 15-year-old boy who lives in the street; you left home because of your abusive father.
You are the daughter of an ambassador to the country where you are now living.	You are a disabled university student, you use a wheel chair to get about.
You are an illegal immigrant from a war-torn country, you don't have your family with you.	You are a fashion model of African origin.
You are a 17-year-old exchange student from the Middle East.	You are a 13-year-old boy who has been bullied at school.
You are a famous children's television presenter. You are Muslim.	You are an 11-year-old orphan, living in an orphanage in Eastern Europe.
You are a 16 year old girl soon to be married to a man you have never met.	You are a 13 year old student with learning difficulties.
You are a 17-year-old political refugee; you are looking for asylum.	You are the son of an Asian immigrant who runs a successful business.
You are a brilliant footballer playing for a top European team. You are black.	You are 14, and your father is an unemployed alcoholic.
You are a teenage pop star.	You are yourself.
You are yourself.	You are yourself.

# Exclusion



## ④ Haves and Have Nots<sup>14</sup>



### Aims

- To enable participants to understand that injustice – in this case unfair distribution of educational resources – can place certain groups at a disadvantage in attempting to succeed in society.
- To explore possible responses to injustice.



### Materials

- “Vocabulary ” – a few copies; words may be replaced according to the level of the group;
- dictionaries – 1 for every three children;
- paper –1 sheet for every three children;
- pens – 1 for every three children.



**Time** 45 minutes to 1 hour



### Method

1. Divide the participants into 4 groups of the same size then divide the classroom into 4.
2. The first group occupies 3/4 of the room, the other three groups have to share a 1/4 of the room and have now become one group.
3. Give each person in the first group a dictionary, a sheet of paper, a pen and a vocabulary list.
4. Give the remaining dictionaries, paper, pens and vocabulary lists to the larger group, e.g. In a class of twenty it would look like this:

5 children would be in this space they would have 5 dictionaries 5 sheets of paper 5 pens 5 vocabulary lists plenty of desks to sit at	15 children would be in this space they would have 2 dictionaries 2 sheets of paper 2 vocabulary lists, few places to sit
---	--

5. The participants are told that they will be given a vocabulary quiz. They must look up the words on their lists in the dictionary, and write the definitions on a *separate* piece of paper. Each student must hand in his/her *own* word list.
6. Participants are told that if they score 80 percent or better on the quiz, they will be given a reward; those who score under 80 percent will be required to stay indoors during the break to continue working on the quiz. The participants can then be given 10 to 20 minutes, depending on their level, to complete the quiz.
7. While they are working, you will pay more attention to the smaller group. Any objections should be ignored or dismissed by saying something such as ‘Do the best you can with the materials you have,’ or ‘This is how it’s going to be for this lesson.’  
( **Note** - Participants from both groups should stay in their assigned area.

## 4

8. When time is up, collect the participants' papers and quickly check them. In all likelihood, all of the participants from the smaller group will have accomplished their task, while few, if any, from the larger group will have correctly completed 80 percent of the definitions. The teacher announces the names of the participants who will receive a reward, and those who will not.



### Debriefing and evaluation

- At this point, the participants will have strong feelings about the activity and they will want to express them. The facilitator should explain that this was a simulation, and that neither group will be receiving a reward or a punishment.
- The following questions can then be asked:
  - How did the larger group feel during the activity? Why?
  - What strategies did the larger group use to attempt to complete the quiz?
  - How did the smaller group feel during the activity? Why?
  - Did anyone in the larger group attempt to do anything about the unjust situation? Why or why not?
  - How would the distribution of resources have interfered with school success for the larger group, both in the short term and in the longer term?
  - How would the distribution of resources have placed the smaller group at an advantage, both in the short term and in the longer term?
- At some point in the discussion, the facilitator may wish to let the participants know that this simulation is based loosely on statistics from South Africa under apartheid laws in the mid-1980s. At that time, whites made up 15 percent of the population. The per capita school expenditure for black South African schoolchildren was approximately one-eighth the amount spent on white students.



### Variation

The quiz may be replaced by a different activity as long as it involves the use of resources, which can be unfairly distributed.



### Follow-up

The participants may also wish to explore how funds for education are allocated on a local or national level in their own country. Is the allocation equal? If not, what groups are potentially disadvantaged by the present system? What might the long-term impact of this situation be?



## 4

### VOCABULARY

Use a dictionary to look up the meaning of each of these words. Write each word and its meaning on a separate sheet of paper.

<b>List 1</b> These words are taken from Articles 28 and 29 of the Convention on the Rights of the Child:	<b>List 2</b> These words can be found throughout the Kids Inclusive pack:
<ol style="list-style-type: none"> <li>1. rights</li> <li>2. culture</li> <li>3. compulsory</li> <li>4. illiteracy</li> <li>5. fundamental</li> <li>6. tolerance</li> <li>7. construe</li> <li>8. accessible</li> <li>9. discipline</li> <li>10. potential</li> </ol>	<ol style="list-style-type: none"> <li>1. inclusion</li> <li>2. exclusion</li> <li>3. discrimination</li> <li>4. gender</li> <li>5. immunisation</li> <li>6. beliefs</li> <li>7. tolerance</li> <li>8. participation</li> <li>9. refugee</li> <li>10. romani</li> </ol>

## 5 Bullying – what can we do?<sup>15</sup>



### Aims

- To develop knowledge and understanding of the causes and consequences of bullying.
- To explore ways of confronting the problem.



### Materials

- Copies of the questionnaire on bullying - one per participant;
- Flipchart or board;
- Paper and pens.



**Time** 45 minutes to 1 hour



### Method

1. Introduce the activity. Ask the participants to brainstorm 'bullying' on a piece of paper.
2. After five minutes ask them to stop. Ask them who gets bullied. Write their suggestions on a board or flipchart. Ask a few questions: why do some people get bullied? Do different types of people get bullied in different schools? Why? Do people only get bullied at school? What type of person becomes a bully?
3. Give a copy of the questionnaire to the participants and ask them to complete it anonymously.
4. Collect the questionnaires and ask for two volunteers to collate the data.
5. Whilst this is happening, ask the rest of the participants to discuss what they think the findings are going to be. Ask for suggestions on how the questionnaire could be improved.
6. Ask the volunteer data collectors to present the findings.



### Debriefing and evaluation

- What can the participants deduce about bullying in their group from the answers given in the questionnaires?
- Were there any surprises?
- Talk about some of the following issues:
  - How do you think it feels to be bullied?
  - Is the person being bullied responsible for it?
  - Are bullies trying to prove something by abusing other people?
  - Is bullying a form of violence?
  - Is bullying a form of power?
  - Is bullying inevitable?
  - If you are friends with someone who is being bullied, should you inform somebody in authority, even though your friend told you about his/her problem in confidence?
  - What are the most common prejudices against people who are being bullied?
  - Who is responsible for dealing with bullying?
- What do the participants feel needs to be done within their own group? Within their school?

## Exclusion



⑤



### Follow-up

- Invite the participants to read the “Friendship Story”. What can they learn from this story? What actions should they try and remember?
- Encourage the participants to find a group or association that works to address bullying in their country, and to offer their support.
- Look out for more information on bullying. Bullying Online ([www.bullyingonline.co.uk](http://www.bullyingonline.co.uk)) is a UK web site offering advice. See if there are similar web sites in your country.
- Encourage the participants to hold assemblies and discussions in class about bullying - classes could produce posters, pictures, poems, stories, plays which could be shared with the rest of the school.
- Children need to feel safe at break time and lunch time in the playground - are there lots of things to do and supervisors around?
- In some schools, older children help younger children if they are being bullied. Some have set up "peer counselling" schemes run by the pupils to help children who are being bullied, but also to help children who bully. If needed, provide the participants with more information about peer counselling.
- Invite the participants to find out how much bullying goes on in their school, using an anonymous survey (see sample below). Once they have received all the answers, they can write up a short report for everyone to read.
- If a survey is carried out with the idea of updating the school bullying policy, then think about conducting another survey after a year, to see how effective any changes to the policy have been.
- Look at the creative play space in ‘Further action’.

## 5

### Bullying: Sample Survey

1	Have you ever been bullied?	Yes/No
2	Are you being bullied now?	Yes/No
3	Was the bullying name-calling?	Yes/No
4	Was the bully threatening to harm you?	Yes/No
5	Was the bullying violent (hitting, kicking, punching, pushing)?	Yes/No
6	Was this bullying because of your;	(a) beliefs (b) origins (c) disability (d) other (e) don't want to say
7	How did you react to the bullying?	(a) No reaction (b) Stayed away (c) Became depressed (d) Became violent and abusive
8	Did you tell anyone?	(a) Friends (b) Family (c) Teachers (d) Other (e) No-one
9	Did the person you spoke to help you?	Yes/No
10	Did the bullying stop?	Yes/No
11	If it stopped, why do you think it stopped?	
12	If it continued, why do you think it continued?	
13	Where did the bullying take place?	(a) School (b) Home (c) Going to school (d) Anywhere
14	Which areas of school are most unsafe?	
15	Have you seen anyone else being bullied?	Yes/No
16	Have you ever bullied anyone?	Yes/No
17	Why did you bully them?	
18	What do you think could be done about bullying?	

## Exclusion



## Further Information

### **Child protection information on UNICEF's website:**

<http://www.unicef.org/programme/cprotection/mainmenu.htm>

<http://www.unicef.org/media/experts-protectchild.htm>

<http://www.unicef.org/media/experts-childlabour.htm>

<http://www.unicef.org/media/experts-childsoldiers.htm>

<http://www.unicef.org/media/experts-fgm.htm>

<http://www.unicef.org/media/experts-childtrafficking.htm>

These sites are samples of those involved in early childhood and protection issues.

Association for Childhood Education International

[www.udel.edu/bateman/acei](http://www.udel.edu/bateman/acei)

Consultative Group on Early Childhood Care and Development

[www.ecdgroup.com](http://www.ecdgroup.com)

Children's House

[www.child-abuse.com/childhouse](http://www.child-abuse.com/childhouse)

ECD Resource Map – links to many other sites

[www.worldbank.org/children/basics/sites.htm](http://www.worldbank.org/children/basics/sites.htm)

National Institute on Early Childhood Development and Education

[www.ed.gov/offices/OERI/ECI](http://www.ed.gov/offices/OERI/ECI)

High/Scope Educational Research Foundation

[www.highscope.org](http://www.highscope.org)

National Centre for Infants, Toddlers and Families – larger focus on clinical issues

[www.zerotothree.org](http://www.zerotothree.org)

Clearinghouse – focuses on statistics and policies

[www.childpolicyintl.org](http://www.childpolicyintl.org)

Street Kids International (SKI) [www.streetkids.org](http://www.streetkids.org)

Is an international charity based in Canada that aims to give street kids around the world the choices, skills, and opportunities to make a better life for themselves.

World Health Organization

[www.who.int](http://www.who.int)





<b>Bully</b>	An aggressive person who intimidates or mistreats weaker people to intimidate or mistreat weaker people.
<b>Discrimination</b>	Unfair treatment of one person or group, usually because of prejudice about race, ethnic group, age group, religion, or gender.
<b>Exploitation</b>	<ol style="list-style-type: none"> <li>1. Unfair treatment or use of somebody or something, usually for personal gain.</li> <li>2. The use or development of something to produce a benefit.</li> </ol>
<b>Human rights</b>	The rights that are considered by most societies to belong automatically to everyone, for example, the rights to freedom, justice, and equality (sometimes singular).
<b>Humanitarian</b>	<ol style="list-style-type: none"> <li>1. Committed to improving the lives of other people.</li> <li>2. Involving and affecting human beings.</li> </ol>
<b>Juvenile</b>	<ol style="list-style-type: none"> <li>1. Young or youthful.</li> <li>2. Relating to, intended for, or suitable for young people.</li> <li>3. Immature or childish.</li> </ol>
<b>Justice</b>	<ol style="list-style-type: none"> <li>1. Fairness or reasonableness, especially in the way people are treated or decisions are made.</li> <li>2. The legal system or the act of applying or upholding the law.</li> <li>3. Validity in law.</li> <li>4. Sound or good reason.</li> <li>5. A judge, especially of a higher court.</li> </ol>
<b>Stigmatize</b>	<ol style="list-style-type: none"> <li>1. To label somebody or something as socially undesirable.</li> <li>2. To mark somebody or be marked with a stigma or stigmata.</li> </ol>
<b>Poverty</b>	<ol style="list-style-type: none"> <li>1. The state of not having enough money to take care of basic needs such as food, clothing, and housing.</li> <li>2. A deficiency or lack of something.</li> </ol>

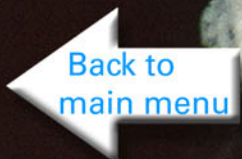
## Endnotes

- 
- <sup>1</sup> Adapted from a story by Gregoria Starr, UNICEF Angola
  - <sup>2</sup> Adapted from a story by Sylvester Hanga, UNICEF, Tanzania.  
Illustration by David Chikoko – Femina Magazine 1998
  - <sup>3</sup> Story by Sue Maskall
  - <sup>4</sup> Based on a story by Frederike Seidel, UNICEF, Geneva
  - <sup>5</sup> From; United Nations High commissioner for Refugees.
  - <sup>6</sup> The photograph used is not a picture of Jacob.
  - <sup>7</sup> Based on a story by Garth Willis
  - <sup>8</sup> The photograph used is not a picture of Oskar.
  - <sup>9</sup> Adapted from the United Nations Special Session on Children
  - <sup>10</sup> A story circulated by email during National Friendship Week January 2002. The author is Anonymous.
  - <sup>11</sup> Activity by Sue Maskall board designed by Gelise McCullough
  - <sup>12</sup> Activity by Gelise McCullough and Sue Maskall
  - <sup>13</sup> Child friendly version based on an idea from Compass Human Rights Education, Council of Europe Publishing 2002
  - <sup>14</sup> Adapted from Education for Development, Susan Fountain 1997
  - <sup>15</sup> Activity by Sue Maskall and Gelise McCullough
  - <sup>16</sup> Encarta® World English Dictionary © 1999 Microsoft Corporation.

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# GENDER

## UNIT 2



For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY



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## Background

Gender<sup>1</sup> inequality has been discussed for the past four decades. So why is it included in this pack as still being an issue of discrimination? Global discrimination against girls is so deeply rooted that girls in most parts of the world are not regarded as equal to boys. Girls make up a majority of the 120 million children out of school, receive inferior health care and are exploited in many societies. Exclusion occurs when individuals are disadvantaged just because of their gender. This exclusion means lost potential, lost hopes and even lost lives. Discrimination continues as girls reach adulthood. How many countries pay equal wages to men and women doing equivalent work? How many countries offer equal opportunities to men and women? Why is domestic violence so common and yet so invisible?

In order for girls and women to be given an equal chance in life they don't need to be treated exactly the same as boys and men. They need to be recognised and valued so that they don't lose out in any way just because of their gender. The first ever UN Special Session devoted entirely to children resulted in a document entitled, **"A World Fit for Children."** This document stated that girls and women should be able to:

- Fully enjoy all human rights and freedoms
- Participate fully and equally in all aspects of society
- Protected from all forms of violence, abuse and discrimination

In this module we aim to raise awareness of some of the ways in which girls and women are still discriminated against and are therefore excluded from reaching their full potential. The importance of education for girls is highlighted in the Reality Check stories. UNICEF has identified that girls denied their right to an education are more susceptible to illness, exploitation and abuse.

Although this unit on Gender focuses, to a large extent, on girls the challenges facing boys growing up in the world today are very real and should be addressed in the discussions. The activities encourage a closer look at the male and female stereotypes that are commonly believed and often reinforced by the media. One activity encourages discussion of the consequences of this type of stereotyping. An activity on the discrepancies between wages paid to men and women encourages participants to think about why women's work is still frequently undervalued. Cartoons are included to illustrate different forms of gender discrimination. The sensitive issue of domestic violence and abuse is approached through the lyrics of songs.

This KIT does not set out to answer all the problems related to gender discrimination, or any other type of discrimination. It is intended to be a resource used to encourage young people to examine these issues and to decide what **they** would like to do to improve the current situation.



## Gender Reality check



### Fighting the odds for an education<sup>2</sup>

**So, 12**

**Viet Nam**



*"My name is So, I live in a small village in Viet Nam. Le is my best friend, she's the one on the left in the photo (I'm on the right). I've known her all my life. We're just like twins, except she goes to school*

*and I have to work in the rice fields. My family can't afford to send all of us to school. My younger sister and brother go to school, but I don't. My parents need me to work in the fields. When I was younger, I had to take care of my younger siblings, so I couldn't go to school could I? Now, I don't know how to read or write."*

When asked if she was sad that she couldn't go to school, So shyly lowered her head and turned away.

Le answered in her place: *"So is sad that she can't go to school, but her parents are happy with the work she does for them at home. I too, work at home. Before I leave for school every morning, I must collect water and feed our family pigs. In the evening, when I return home, I tend to our water buffalo and work in the rice fields before beginning my homework. When I grow up, I want to be a teacher and teach children how to read and write. I'll teach your daughters So!"*

UNICEF works with the Vietnamese government to help children from the poorest areas of the country go to school. There are projects to help adults to learn to read and write. It is hoped that So will be able to join one of these classes. Le asked So if she would send her children to school, when she has a family of her own.

*"Le, my daughters will be your best students!"* Laughed So.

### What do you think?

1. Why do you think Le's parents send her to school while So's parents keep her at home?
2. Write a conversation between So's parents and the local school teacher, who is trying to persuade them to send So to school.

#### CRC Article 28:

You have the right to a good quality education. You should be encouraged to attend school for as long as possible and reach the highest level that you can.

#### CRC Article 31:

You have the right to play and rest.

#### Quotes

*'Education is the movement from darkness to light.'*  
Allan Bloom

*'For most of history, Anonymous was a woman'*  
Virginia Woolf

*Oh! teach the orphan  
-boy to read  
Or teach the orphan-girl  
to sew*  
Alfred Tennyson 1842

# Gender

## Reality check



### Dream a little dream for me<sup>3</sup>

**Raweya, 15**



#### Egypt

"I'm Raweya. I'm 15-years-old and I'm Egyptian. I think my friends would describe me as kind and funny (I hope) and definitely stubborn! I have always told my parents that I wanted to go to school. In many parts of Egypt education for girls is just not thought to be important, especially in the rural areas where there's so much work to do at home and on the land. Well I live in a rural area! Lots of girls my age are expected to get married. It's strange though because girls who do go to

school seem to be more respected and enjoy more freedom.

Before I went to the community school there were so many things I couldn't do, like wear trousers, go out on errands or use public transport. I've always dreamed of becoming a doctor some day, but I thought that dream could never come true... It may still not happen but now that I'm getting an education, I'd like to think I'm one step closer to my goal.

I love my school and I always learn something that I want to share with my family. That sometimes surprises my father, he thinks he has learned everything already! I have learned a lot more than just reading and writing, I have learned about health care, religion and looking after our environment. When I have children, I'll make sure they all go to school. I'd like them to know much more than me!"

#### Facts

In Egypt the community schools project is a partnership between UNICEF, Non Government Organisations (NGO), the Ministry of education and local communities. The project focuses on increasing the number of children, especially girls, who attend school.

#### What do you think?

1. Why is education for girls not thought to be important by some people?
2. Why does Raweya enjoy going to school?
3. What do you think it would be like in your country if very few girls went to school?
4. Do some research on an educated woman from your country. She should be someone you admire. Write a short biography, explain why you admire her.

#### CRC Article 28:

You have the right to a good quality education. You should be encouraged to attend school for as long as possible and reach the highest level that you can.

#### CRC Article 29:

Your education should help you use and develop your talents and abilities. It should also help you live peacefully, protect the environment and respect other people.

#### Quotes

*There can be no significant or sustainable transformation in societies and no significant reduction in poverty until girls receive the quality basic education they need to take their rightful place as equal partners in development.*

- Carol Bellamy,  
Executive Director,  
UNICEF

# Gender

## Reality check



### A hotline to help<sup>4</sup>

Hanieh, 10



Iran

I got into trouble at school last week. I tore a page out of my textbook and I refused to do my homework. The assignment was about mothers. I hate my mother! My mother started screaming at me when my father left home, I was just two years old. By the time I was six, my mother had met another man. He was horrible. He used to hit her and beat me.

When my mother gave birth to another baby, a girl named Haleh, I cried. One afternoon, I just couldn't take any more, I ran away

from home. I ran into the street and was almost run over by a truck. Screaming and crying, I begged passers-by to call my grandparents. My mother tried to drag me back home. When my grandmother arrived she took my hand and wouldn't let my mother take me home. She called the HelpLine. They helped my grandparents. First they took me to a care centre and then I was handed over to my grandparents forever.

I love my life now. I get good marks at school and I enjoy basketball, swimming and painting. I get my homework done then I watch my favourite TV programmes. My grandmother tries to make me meet my mother, but I don't want to see her ever again. She has never shown me any love, she just hurt me. My Grandma says that I'll understand when I'm older and that I might be able to forgive my mother but I can't see that happening.

#### CRC Article 3:

All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

#### CRC Article 9:

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

#### Quotes

*'When a family is destroyed, the eternal laws of the family perish.'*

Bhagavad Gita 1, 40

*'It's harder to confess the sin that no one believes in Than the crime that everyone can appreciate.*

*For the crime is in relation to the law and the sin is in relation to the sinner'*

T.S. Eliot 1958

#### Facts

HelpLine Iran was set up in 2000 by UNICEF, the Iran Welfare Department and the Residential and Foster Care Bureau, to help children subjected to abuse and to provide them with counselling.

#### What do you think?

1. Why does Hanieh hate her mother so much?
2. Why do you think Hanieh cried when her sister was born?
3. What do you think about her mother and the life she has had?
4. Do you agree with Hanieh's Grandma, do you think Hanieh might be able to understand and forgive her mother when she's older?
5. Fight out about domestic violence in your country and write a report on it. How common is it? Are there any laws to protect the victims? Are there any safe houses for victims to escape to? Is there a telephone help line?

# Gender

## Reality check



### Bought and Sold<sup>5</sup>

**Marina, 18**

**Russia**

My family were always struggling for money to pay the next bill. My father was unemployed and my mother was ill. We dreaded winter because the extra cost of heating meant that we couldn't afford much. One summer my friend invited a few of us to a disco to celebrate her birthday. I met a guy there, Igor, who was really nice. He was polite, generous and very attentive. He even had his own car. He started taking me out, he was always kind and never harassed me. He said that he wanted to help me to continue my studies and one day he asked me to give him my passport and other documents. He said that he was arranging for me to go to a technical college abroad. I had no reason to not believe him. My family thought that he was nice and told me to go ahead.

I packed my things and Igor picked me up. I thought that it was a bit odd that there were two other young girls in the car. He drove us to the city. I was taken to a hotel, I don't know what happened to the other girls. Igor then told me that my place at the technical college had fallen through but he had found me a job waitressing in Holland. I still believed him and thought that at least I'd be able to earn some money to help my family. The next day he picked me up, the other girls were with him. He drove us all to the airport and we went through customs and passport control together. When we arrived in Holland we were met by a Russian woman, she took us to a small hotel. I was imprisoned in that hotel for three months. I was abused by the hotel manager who then told me what my real job was. He sold me to his clients. I was not treated as a human being at all, I was treated worse than an animal.

After six of the worst months of my life I was arrested and imprisoned. I spent the next three months there, I couldn't speak the language and I think I was in shock. I was treated like dirt. Then they deported me back to Russia. I arrived home in a terrible state. I had no money and I have not been able to work ever since because I'm too nervous. Since I came back I've heard that my 'friend' Igor has taken quite a few other girls abroad. I pity them.

### What do you think?

1. Why do you think Marina believed Igor?
2. Who are the criminals in this story and who got punished? What do you think about this?
3. Hundreds of thousands of girls and woman are trafficked (sent abroad under false pretences, to work as cheap labour or as prostitutes) every year. What do you think should be done about this?

#### CRC Article 32:

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

#### Quotes

*'Equality ... is the result of human organization. We are not born equal.'*  
Hannah Arendt

*'Men make necessities of their own, and then find ways to satisfy them'*  
Jeremy Taylor  
1650



# Gender



## ① Sex-role stereotypes?<sup>6</sup>



### Aims

- To increase awareness of male/female stereotypes.
- To initiate discussion about some of the consequences of stereotyping.



### Materials

- Large sheets of paper.
- Pens/Pencils felt tips.



**Time** 45 minutes to 1 hour.



### Method

1. Divide the participants into small single-sex groups and give them two sheets of paper and some pens or pencils.
2. On the top of the first sheet write: 'Women are...'. On the top of the second sheet write: 'Men are...'
3. Explain that you are going to look together at what people usually mean by gender stereotypes. Ask each group to mention all the characteristics of the opposite sex which they believe are true, or which they have commonly heard expressed, e.g.: women are *talkative, patient, etc.*
4. Ask them to repeat the list for their own sex, e.g.: men are *aggressive, do not show their feelings, etc.*
5. Put a group of girls together with a group of boys, and ask them to compare ideas, are they different how? Why?



### Debriefing and Evaluation

1. Ask the groups what characteristics are most widely accepted of men and women, what might the consequences be? Look at different situations, in the family, at school, in the work place.
2. With the whole class, lead a discussion on stereotypes and their consequences.



### Follow up

- Look at some magazines and pick out stereotypical images of men and women, girls and boys. Make a collage on different sheets, one for women and one for men. Show them to the class and discuss your findings.



# Gender



## Did you say a girl?<sup>7</sup>



### Aims

- To identify different forms of gender discrimination



### Materials

- The cartoons, provided at the end of this activity, enlarged if possible and cut up separately.
- Sheets of paper and pens.



**Time** 45 minutes to 1 hour



### Method

1. Divide the participants into at least four groups.
2. Give each group a cartoon to comment on.
3. Invite the groups to analyse the cartoons and to ask themselves these questions where relevant:
  - i. Where is the cartoon set?
  - ii. Who are the characters?
  - iii. What are they doing?
  - iv. What are the adults' attitudes to girls?
  - v. What are the adults' attitudes to boys? (if in cartoon)
  - vi. Who's being discriminated against?
  - vii. Do you think this discrimination is wrong? Why?
4. Write the answers out on a sheet of paper.
5. Ask each group to present their cartoon to the class, and discuss their findings.
6. List on the board the different types of discrimination found. For example women's work not being recognised as valid employment (especially domestic work.)

### Discrimination

Unfair treatment of one person or group, usually because of prejudice about race, ethnic group, age group, religion, or gender.



### Debriefing and evaluation

1. Open a class debate by asking the children whether the discrimination discussed can be found in their society and give examples.
2. Is there any other discrimination against girls that they know about but that is not mentioned here?
3. Are boys discriminated against in any way?
4. Is there discrimination between boys and girls at your school?



### Follow up

From the 'Reality check' read the story: 'Dream a little dream for me'

# Gender

2

## Cartoon Analysis<sup>8</sup>



## Gender



### ③ The myths about girls<sup>9</sup>



#### Aims

- To clarify some basic perceptions we often hold about girls.
- To get participants to start thinking about what changes could be made and to explore decision-making skills.



**Time** 30 to 45 minutes



**For the 10 to 13 age group**  
- The game of corners



#### Materials

- Ten statement sheet
- Two large signs, saying 'True' and 'False', hung at opposite corners of the room.



#### Method

1. Introduce the activity by telling the class that you are going to read some statements and they have to decide whether they are true or false.
2. The participants stand in the middle of the room. Read out the series of statements about girls one at a time.
3. As each statement is read out, the participants go to one of the two corners, depending on whether they think the statement is true or false. Participants who are uncertain may remain standing in the centre of the room.
4. Ask the participants to explain why they think the statement is true or false. Give them the correct answer.
5. Discuss with the class where the images they have about girls may have come from.



**For the 14 to 17 age group**



#### Materials

- A sheet of paper each and a pen
- If you have access to a photocopier, copy the statements



#### Method

1. Hand out copies of the statements for the participants to complete, make it clear that the statements apply to the whole world.
2. Go through the statements reviewing the answers and then give the correct answer.
3. At the end of the quiz find out how many answered all the questions correctly. Did any of the answers surprise them?



### Debriefing and evaluations

1. Try and identify with the participants the steps for change required for girls' equality in education. How can this be achieved?
2. Do a brain-storming activity to gather as many ideas as possible.
3. Review the answers to see which ones are feasible, and how this could be done.



### Follow up

From the reality check story: 'Fighting the odds for an education'



©UNICEF/HQ95-0400/David Barbour

Answer 'True' or 'False' to the following statements

	Questions	True or False
1	There are more boys than girls that work.	
2	Domestic chores performed by girls have little or no economic value.	
3	Household chores are not work but a girl's responsibility towards her family and a natural and essential part of growing up.	
4	Educated girls are more likely to marry and have children at a later age.	
5	Girls don't need school. They learn all they really need to know at home.	
6	Of the world's 875 million illiterate adults, almost two thirds are female.	
7	Girls working as domestic servants are safe, protected and cared for.	
8	If girls were only provided access to school and could afford it, they would eagerly attend.	
9	In more than 45 countries, fewer than 1 in 4 girls are enrolled in secondary school.	
10	Educating girls is a waste of time and money because girls have no access to skilled jobs when they finish school.	



## Gender

### 3



#### Answers

	Questions	Answer
1	There are more boys than girls that work.	FALSE - Girls make up the majority of child workers. Although the nature of their work differs from that of boys, the impact is equally harmful.
2	Domestic chores performed by girls have little or no economic value.	FALSE- The work performed by girls has a high economic value but remains unmeasured and unacknowledged.
3	Household chores are not work but a girl's responsibility towards her family and a natural and essential part of growing up.	FALSE- Burdens that strain a girl's mental and physical capacity violate her right to a healthy development, including her right to education.
4	Educated girls are more likely to marry and have children at a later age.	TRUE- Because they choose to.
5	Girls don't need school. They learn all they really need to know at home.	FALSE- School and other educational experiences outside the home are essential for girls to be able to make choices and decisions, rights to which they and all other human beings are entitled.
6	Of the world's 875 million illiterate adults, almost two thirds are female.	TRUE
7	Girls working as domestic servants are safe, protected and cared for.	FALSE- Domestic service can be among the most exploitative and intolerable forms of child labour.
8	If girls were only provided access to school and could afford it, they would eagerly attend.	FALSE- Many factors, including the quality and relevance of the education received, determine whether girls are able to learn successfully in school and to complete their education.
9	In more than 45 countries, fewer than 1 in 4 girls are enrolled in secondary school.	TRUE
10	Educating girls is a waste of time and money because girls have no access to skilled jobs when they finish school.	FALSE- Quality education enables girls to acquire the skills needed for gainful employment. It is ingrained societal attitudes and behaviours that deny girls access to jobs.

# Gender



## ④ Same work, different pay<sup>10</sup>



### Aims

- To confront the realities of discrimination in the workplace
- To think about why women's work is undervalued



### Materials

- Labels for participants
- Copy of workers' wage rates
- Paper money
- Pens



**Time** 45 minutes to 1 hour



### Method

1. Explain to the participants that they are all workers and they have to do some work for their employer (you!).
2. Hand out the labels at random.
3. Explain that each person will have to pretend to do their 'job' until they are asked to stop.
4. Tell them to start.
5. After ten minutes ask them to stop.
6. Tell them to line up to be paid. Pay them according to the wage rates. Count the money aloud so everyone can hear.
7. They may complain, tell them that's the rate. Tell the 'wives' that it's their duty to look after the family.
8. Gather everyone together for a debriefing.



### Debriefing and evaluation

1. How did it feel to receive less than others?
2. Is it fair to pay men more than women if they do the same job?
3. What about the 'wives'? How did they feel working hard and earning nothing?
4. What else can be said about women's work? e.g. low in status, part-time, temporary, etc.



### Follow-up

- Distribute copies of the 'Femina' cartoon: 'The working day of a non-working woman'. Explain that it is a cartoon from East Africa. Ask if it is relevant here and why.
- As a group activity ask participants to make a list of the jobs that have to be done at home (shopping, cooking, etc.). Then ask them to indicate who should be responsible for each activity. Are some tasks more feminine than others? Does, or should, this division of responsibilities change if both partners have paid jobs?
- Ask how many children's parents work. Do mother and father both work? Who earns more? In families where the parents live in couples, how much does the father do around the house? Are men changing their attitudes towards housework? Who knows a househusband?

## Gender

### 4



### Workers' wage rates:

	Sex	Job	Pay
1	Male	Supervisor	100
2	Female	Supervisor	90
3	Male	Office worker	80
4	Female	Office worker	70
5	Male	Aircraft technician	60
6	Female	Aircraft technician	50
7	Male	Medical worker	40
8	Female	Medical worker	30
9	Female	Wife	0

### Worker labels

<b>Male aircraft technician:</b> Make a paper plane, draw details on it	<b>Female aircraft technician:</b> Make a paper plane, draw details on it
<b>Male office worker:</b> Get a dictionary and a piece of paper. Find as many words related to human rights as possible, write them with definitions	<b>Female office worker:</b> Get a dictionary and a piece of paper. Find as many words related to human rights as possible, write them with definitions
<b>Wife:</b> Clean blackboard, tidy up classroom	<b>Wife:</b> Clean blackboard, tidy up classroom
<b>Male supervisor:</b> Walk around classroom checking up on others, encourage them to work harder	<b>Female supervisor:</b> Walk around classroom checking up on others, encourage them to work harder
<b>Male medical worker:</b> Go round classroom asking students if you can check their health (pulse, eyes, tongues etc)	<b>Female medical worker:</b> Go round classroom asking students if you can check their health (pulse, eyes, tongues etc)

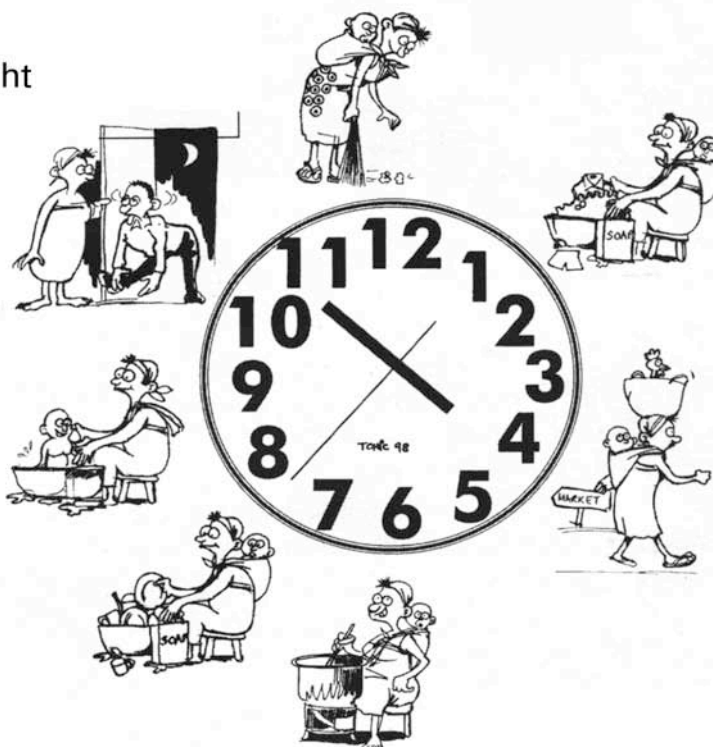
## Gender

④

Femina cartoon<sup>11</sup>



### Working day n'night



The working day of a "non-working" woman.



Pay day blues

## Money





### Aims

- To raise awareness of domestic violence as one of the most common and least spoken forms of violence.
- To promote empathy and self-confidence to take a stand against domestic violence.



**Time** 45 minutes to 1 hour



### Method

1. Introduce the activity by playing a copy of the music, ask the group what message the song is trying to get across. Read out the lyrics if you don't have the music.
2. Ask the participants to get into small groups (at least four). Hand out copies of the song lyrics. You may let the groups choose the song they want to illustrate.
3. Ask the participants to produce a series of pictures that illustrate the song, even if they do not know the tune. It can be read like a poem.
4. Give the participants time to produce their pictures, using the art material, magazines and glue, and to rehearse their presentation.
5. Ask the participants to present their song: one child should read the lyric whilst the others present the pictures.
6. Then ask the group to explain what they think the song is trying to say.
7. Does everyone else agree?



### Materials

- Song lyrics: 'Wash away those years' by Creed; 'Behind the wall' by Tracey Chapman; 'Bad Wisdom' (or Luca) by Suzanne Vega and 'Never Again' by Nickleback (provided at the end of this activity) or other songs that you know of, which refer to domestic violence. Get a copy of the music if possible.
- Sheets of paper.
- Art material – pens, paint, wax crayons, old magazines, glue.





### Debriefing and evaluation

1. Briefly review the work done by the groups. Could the participants understand the feelings being expressed through the songs? How did they feel about them?
2. What are the most common forms of violence in their neighbourhood? In the country as a whole?  
Which human rights are at stake?  
What are the causes of domestic violence?  
What are the effects on children?  
How can domestic violence be stopped? What could/should be done by:
  - The authorities?
  - The local community?
  - The people involved?
  - Friends and neighbours?
3. Check the reactions of the group and the points raised in discussion against the list of forms of violence at the beginning. Was domestic violence on the list? If not, why not?



### Variations

Ask the participants to select their own music which has a message about domestic violence; there are plenty of songs out there. In October 1999, self-styled “feminist folk musician” Gerri Gribi compiled an annotated list of more than 100 songs related to domestic violence and sexual assault. The songs range in genre from traditional folk ballads to punk and pop music. The list can be found on her web site: [www.creativefolk.com](http://www.creativefolk.com).

### Tips for the facilitator

Be aware of issues of sensitivity and anonymity/privacy (some participants may have personal experience of domestic violence at home or in the family). Make it clear to everyone that no one should feel under pressure to disclose more than they want.

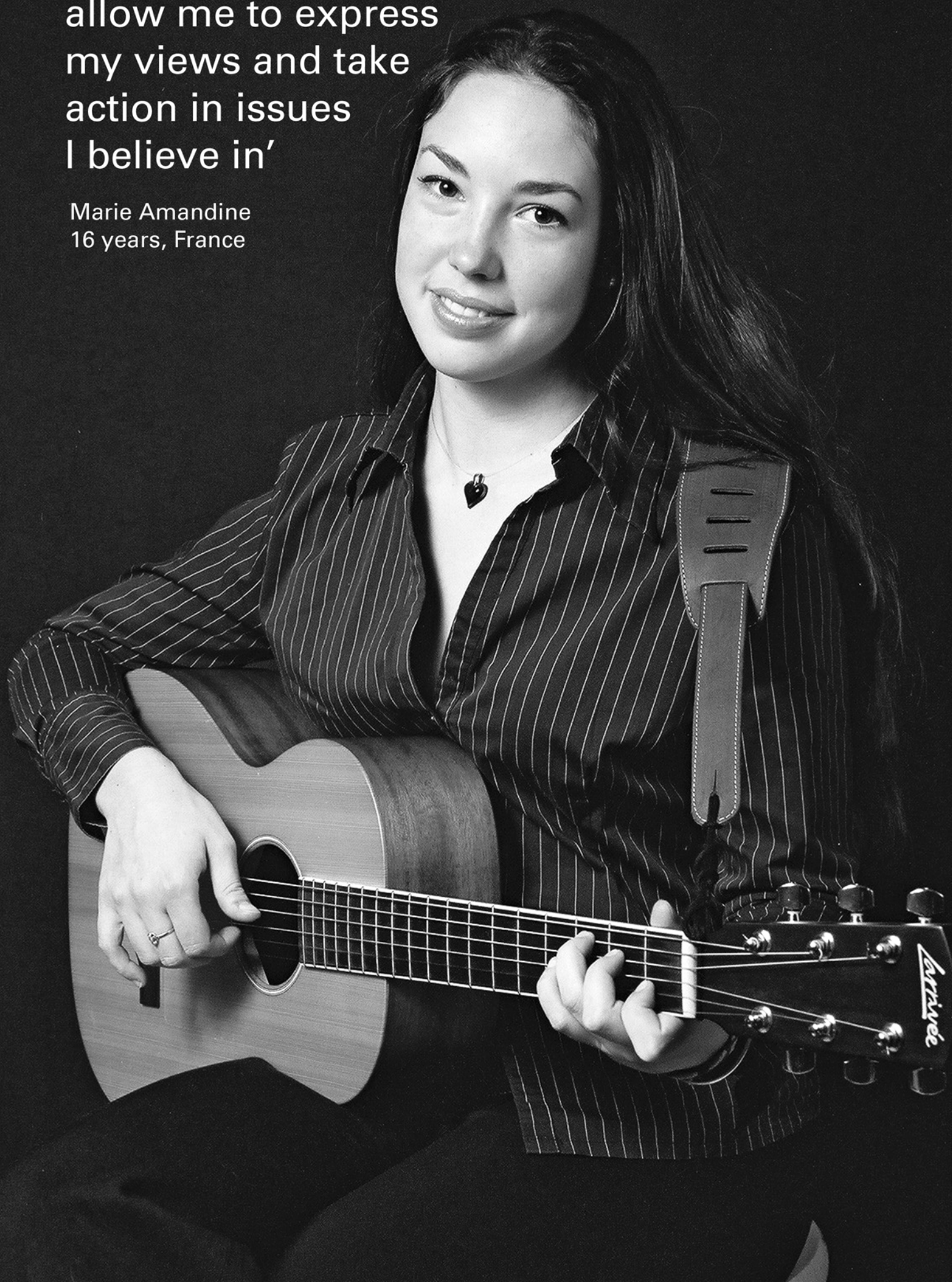


### Follow up

- Now read the real-life story ‘A hotline to help: Reporting child abuse’, by UNICEF Iran (at the end of this activity).
- Contact UNIFEM [www.unifem.undp.org](http://www.unifem.undp.org) to obtain a copy of the public information video on domestic violence: ‘Not one minute more’ then discuss the issues.

'Music and song writing,  
allow me to express  
my views and take  
action in issues  
I believe in'

Marie Amandine  
16 years, France



***Wash Away Those Years<sup>13</sup>***  
***by Creed***

She came calling  
 One early morning  
 She showed her crown of thorns  
 She whispered softly  
 To tell a story  
 About how she had been wronged  
 As she lay lifeless  
 He stole her innocence  
 And this is how she carried on  
 Well I guess she closed her eyes  
 And just imagined everything's alright  
 But she could not hide her tears  
 'Cause they were sent to wash away those  
 years  
 They were sent to wash away those years  
 My anger's violent  
 But still I'm silent  
 When tragedy strikes at home  
 I know this decadence Is shared by millions  
 Remember you're not alone  
 For we have crossed many oceans  
 And we labour in between  
 In life there are many quotients  
 And I hope I find the mean

***Behind the wall<sup>14</sup>***  
***by Tracey Chapman***

Last night I heard the screaming  
 Loud voices behind the wall  
 Another sleepless night for me  
 It won't do no good to call  
 The police always come late  
 If they ever come at all  
 And when they arrive  
 They say they can't interfere  
 With domestic affairs  
 Between a man and his wife  
 And as they walk out the door  
 The tears well up in her eyes  
 Last night I heard the screaming  
 Then a silence that chilled the soul  
 I prayed that I was dreaming  
 When I saw the ambulance in the road  
 And the policeman said  
 'I'm here to keep the peace  
 Will the crowd disperse  
 I think we all could use some sleep

### Bad Wisdom<sup>15</sup>

**by Suzanne Vega**

Mother the doctor knows something is wrong  
Cause my body has strange information  
He's looked in my eyes and knows I'm not a child  
But he doesn't dare ask the right question

Mother my friends are no longer my friends  
And the games we once played have no meaning  
I've gone serious and shy and they can't figure why  
So they've left me to my own daydreaming

What price to pay, For bad wisdom  
What price to pay, For bad wisdom  
Too young to know, Too much too soon  
Bad wisdom, Bad wisdom

Mother you've taught me the laws are so fine  
If I'm good that I will be protected  
I've fallen through the crack and there's no getting back  
And I'll never trust whoever gets elected

Mother your eyes have gone suddenly cold  
And it wasn't what I was expecting  
Once I did think that I'd find comfort there  
And instead you've gone hard and suspecting

What price to pay (refrain)

Mother I'm cut at the root like a weed  
Cause there's no one to hear my small story  
Just like a woman who walks in the street  
I will pay for my life with my body

What price to pay (refrain)

### Never Again<sup>16</sup>

**By Nickleback**

He's drunk again, it's time to fight  
She must have done something wrong tonight  
The living room becomes a boxing ring  
It's time to run when you see him  
Clenching his hands, She's just a woman  
Never Again

I hear her scream, from down the hall  
Amazing she can even talk at all  
She cries to me, Go back to bed  
I'm terrified that she'll wind up dead in his hands,  
She's just a woman, Never Again

Been there before, but not like this  
Seen it before, but not like this  
Never before have I ever  
Seen it this bad, She's just a woman  
Never Again

Just tell the nurse, you slipped and fell  
It starts to sting as it starts to swell  
She looks at you, she wants the truth  
It's right out there in the waiting room  
With those hands  
Lookin just as sweet as he can, Never Again

Been there before, but not like this  
Seen it before, but not like this  
Never before have I ever  
Seen it this bad, She's just a woman  
Never Again

## Gender

### Further Information



For further information on gender issues and interesting information from around the world see the following web sites:

**Africa on line** [www.africaonline.com/africaonline/coverkids.html](http://www.africaonline.com/africaonline/coverkids.html)

Visit the Web site of schools in Africa and find out about some of the different African languages.

**Blue Jean Online** [www.bluejeanonline.com](http://www.bluejeanonline.com)

Blue Jean Online is a creative space for young women ages 14-22 to submit their writings, art work, photography, crafts and other works for online publication to a world wide audience.

**International Center for Research on Women** <http://www.icrw.org>

MISSION: To improve the lives of women in poverty, advance womens' equality and human rights, and contribute to the broader economic and social well-being.

**Nisan Young Women Leaders** [www.nisan.org](http://www.nisan.org)

Young active women, Links to “express yourself” and “supporting young women” sites; [www.gurl.com](http://www.gurl.com) and [www.girlpower.com](http://www.girlpower.com)

**Refugees International** [www.refugeesinternational.org](http://www.refugeesinternational.org)

For interesting information on refugee women

**Think Quest** [www.tqjunior.thinkquest.org/5737/worrydolls.html](http://www.tqjunior.thinkquest.org/5737/worrydolls.html)

Discover how to make worry dolls from Central America using toothpicks and thread.

**UNIFEM- United Nations Development Fund for Women** [www.unifem.undp.org](http://www.unifem.undp.org)

UNIFEM promotes women's empowerment and gender equality.



<b>Abuse</b>	<ol style="list-style-type: none"> <li>1. The physical or psychological maltreatment of a person or animal</li> <li>2. The illegal, improper, or harmful use of something, or an illegal, improper, or harmful practice</li> <li>3. Insulting or offensive language</li> </ol>
<b>Discrimination</b>	Unfair treatment of a person; action based on prejudice
<b>Domestic violence</b>	Physical violence between members of a family, especially between spouses
<b>Culture</b>	<ol style="list-style-type: none"> <li>1. The beliefs, customs, practices, and social behaviour of a particular nation or people</li> <li>2. A group of people whose shared beliefs and practices identify the particular place, class, or time to which they belong, e.g. The Inuit's.</li> <li>3. A particular set of attitudes that characterizes a group of people</li> <li>4. The development of a skill or expertise through training or education</li> </ol>
<b>Exclusion</b>	<ol style="list-style-type: none"> <li>1. The act of excluding something or somebody</li> <li>2. The state of being excluded, especially from mainstream society and its advantages</li> </ol>
<b>Exploit</b>	To take advantage of (a person, situation), unethically or unjustly for one's own ends.
<b>Illiterate</b>	Unable to read or write
<b>Gender</b>	Gender is a concept that conveys the fact that in most cases the social distinctions between boys and girls, such as the positions they occupy, the roles they play and the social status they have, are socially constructed. Gender is distinguished from sex, which is biologically determined.
<b>Prejudice</b>	<ol style="list-style-type: none"> <li>1. An opinion formed beforehand, especially an unfavourable one based on inadequate facts.</li> <li>2. The act or condition of holding such opinions.</li> <li>3. Intolerance of or dislike for people of a specific race, religion etc.</li> </ol>
<b>Stereotype</b>	A set of inaccurate, simplistic generalizations about a group that allows others to categorize them and treat them accordingly.
<b>Violate</b>	<ol style="list-style-type: none"> <li>1. To break, disregard, or infringe (a law, agreement)</li> <li>2. To rape or otherwise sexually assault</li> <li>3. To disturb rudely or improperly</li> <li>4. To treat irreverently or disrespectfully</li> </ol>

## Endnotes

<sup>1</sup> The topic of homosexuality might be one that young people want to discuss. UNICEF does not work in this area, but it could be addressed on the grounds that some young people are discriminated against because of their sexuality.

<sup>2</sup> Based on a story by Kerstin Westergren, Assistant Communication Officer Viet Nam

<sup>3</sup> Based on a story by Tamara Yousry, UNICEF, Egypt

<sup>4</sup> Based on a story by the UNICEF office in Iran

<sup>5</sup> Story by Sue Maskall

<sup>6</sup> Based on an activity by Oxfam UK and Ireland 'The Oxfam Gender Training Manual', 1994.

<sup>7</sup> Activity by Gelise McCullough and Sue Maskall

<sup>8</sup> Cartoons from 'Girls in Work' © UNICEF New York, May, 1998 Illustrations by Regina Faul-Doyle

<sup>9</sup> Adapted from 'Girls in Work' by Sara Ann Friedman. For further information, please contact UNICEF Programme Division, UNICEF New York

<sup>10</sup> Activity by Sue Maskall

<sup>11</sup> Femina women's magazine – East African Movies Ltd. Illustrator David Chikoko 1998

<sup>12</sup> Activity by Gelise McCullough and Sue Maskall

<sup>13</sup> Creed – Wash away those years – Album: Human Clay, Label: Wind-up 1999

<sup>14</sup> Tracey Chapman- Behind the wall- Album: Tracey Chapman, Label: Elektra/Asylum 1988

<sup>15</sup> Suzanne Vega – Bad Wisdom – Album: 99.9F, Label: A&M Records 1992

<sup>16</sup> Nickelback – Never Again – Album: Silver Side Up, Label: Roadrunner Records, 2001

<sup>17</sup> Encarta® World English Dictionary © 1999 Microsoft Corporation. All rights reserved. Developed for Microsoft by Bloomsbury Publishing Plc.

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Photo page 76 – Gelise McCullough

# DISABILITY

## UNIT 3



Kids Inclusive



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For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

unicef 



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## Background

Disabled young people are often defined by what they lack rather than what they have. They are not valued as equal to others and their talents and even their emotions are frequently ignored. They end up being denied the opportunities in life that their peers take for granted: a good education, full social life and respect for their dignity as a human being. All this dehumanises a young person, it also dehumanises the societies that allow this to happen. Many countries do not entitle disabled people to vote, own property or have the right to privacy. Some do not even guarantee a disabled child the right to an education.

About 120 million children in the world live with a disabling condition. A significant number of these conditions were caused by something that could have been prevented. Widespread poverty in many developing countries increases the risk of children being born with disabling conditions caused by malnutrition, iodine deficiency and inadequate health care. Children today are still being subjected to violence and abuse that leave them physically and mentally disabled, others work in terrible conditions that result in long-term disabilities.

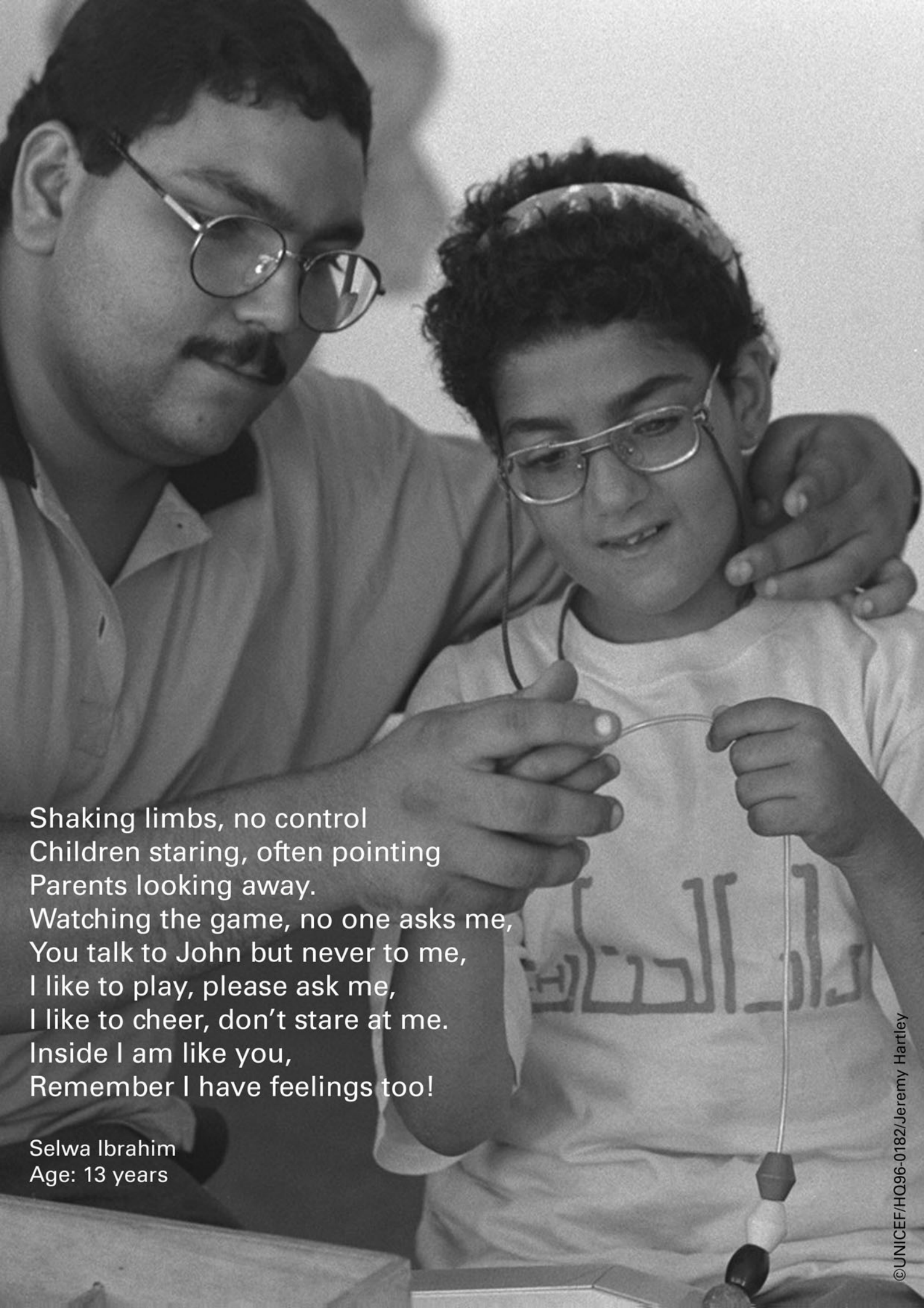
Common causes of preventable disability include:

- |                           |             |
|---------------------------|-------------|
| • Malnutrition            | 100 million |
| • Accident/trauma/war     | 78 million  |
| • Infectious diseases     | 56 million  |
| • Non infectious diseases | 100 million |
| • Congenital diseases     | 100 million |

It is only in the past decade that disability has been formally recognised as a human rights issue. Since then progress has been made and there is greater awareness of the abuses of rights and the need for action to address them. Disabled children and young people however, still suffer from the lack of explicit attention to their situation. Steps must be taken to ensure full recognition of their rights. Disabilities should be prevented, whenever possible but, whatever the cause of their disability, everyone has the right to live and to receive appropriate care to help them develop to their full potential. Disabled children and young people should not be denied the right to live with their families, receive a good education and participate in life to the full.

Many of the reality check stories in this module focus on young disabled people and children who are good role models for us all, disabled or not. Projects that have engaged disabled children with non-disabled children working towards a common goal have proved beneficial to all and any opportunities to do this should be seized. If this is not possible, young people are given the chance to experience life through the eyes of young people with disabilities in several of the activities in this module. One of the activities examines how hurtful it can be to stigmatise people just because they have HIV/AIDS. One of the main objectives of all of the activities and the stories is to encourage young people to respect and not to pity others who are ill or disabled. The last activity encourages people to take action against exclusion.





Shaking limbs, no control  
Children staring, often pointing  
Parents looking away.  
Watching the game, no one asks me,  
You talk to John but never to me,  
I like to play, please ask me,  
I like to cheer, don't stare at me.  
Inside I am like you,  
Remember I have feelings too!

Selwa Ibrahim  
Age: 13 years

# Disability

## Reality Check



### The Tragedy of Landmines<sup>1</sup>

#### Abdul, 12

#### Afghanistan

Abdul is lying on his bed in the Children's Hospital in Kabul. His mother sits beside him fanning away the flies. He stares at the ceiling, showing little emotion. Ten days ago he survived the blast of an anti-personnel mine. One leg was amputated, his other leg and his abdomen were badly torn apart. Despite his injuries Abdul is more worried about his family than himself.

"Since my father was killed my older brother and I have provided for our family. We were looking for clay to rebuild our house

when we saw a mine. My little sisters were playing near us. I ran towards them to stop them touching it. I must have stepped on another mine. Now I will be a burden to my family instead of being a breadwinner (Abdul worked in a bakery earning half a Euro a day). I don't know how we will manage."

#### Facts



There are an estimated 110 million landmines in the ground in 64 countries. 800 people are killed by landmines every month. Only 10% of children disabled by landmines have access to artificial limbs. Many landmines are designed in different shapes and colours and look like toys. UNICEF works with governments and NGOs on mine awareness education and rehabilitation of landmine victims in 16 countries. UNICEF supports a boycott of companies that sell or produce landmines.

#### CRC Article 23:

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so you can live a full life.

#### CRC Article 38:

You have the right to protection and freedom from war.

#### Quotes

*"We couldn't survive without humour and self irony."*

#### Amelia, 10

#### Mozambique

I asked Amelia if she wanted anything. She lifted her head and grinned "Yes, a doll, with a smooth face and hair that I can plait." The next day Amelia struggled to open her parcel. When she had unwrapped the doll she ran her hands over its face and hair and smiled. "My doll's name is Nina. That's my little sister's name."

Amelia wanted to play with 'Nina' and was reluctant to get on with her daily challenge...to walk on her false leg, using a white stick for direction. After a few steps she stumbled and sat down heavily on the ground. She covered her scarred face with her hand. I asked if she was OK. "I'm fine" she said. When Amelia was first brought to the hospital in Maputo the nurses thought she was going to die. She had stepped on a landmine and the blast had removed her left hand, her left leg and both her eyes. One of the nurses said "Amelia is learning to manage very quickly; she's developing new senses to help her cope and is making an amazing recovery. Most important of all, she has a great sense of humour. It will be hard for her to keep her spirits up, but Amelia won't give in."

### What can I do?

1. Find out what your government's position is on landmines. Do they support a global ban? Are landmines manufactured in your country? Who by?
2. Write to government leaders to express your concern if you do not agree with their position. Organise a petition.

# Disability

## Reality check



Life is good when you are in it.<sup>2</sup>

**Paula**

**England**

"I was born with cerebral palsy and water on the brain. When I was nine months old my doctor said that I was so badly brain damaged I'd never recognise anyone, I would never be able to think or communicate. They said I should be left in a mental institution! My parents never gave up on me. One day, when I was 10, my mum was talking about a cake in the magazine she was reading. I was sitting on my mum's lap and I jerked myself forward and touched the picture with my nose. Just to be sure it wasn't an accident my mum pointed at a picture of a family. "Which one is mummy's age?" she asked me. Once again I 'pointed' at the right one.

The first time my mum worked out a way for me to 'talk' I cried with relief. Have you any idea what a nightmare it is to be able to understand everything going on around you, without anyone knowing that you can? When I was 16 I needed to have life-saving surgery on my spine. The doctors said that it wasn't worth doing! They still didn't see me as a person with a life worth living. My mother fought their decision until they agreed to operate.

I think I would have given up on life in the end though, if I hadn't joined the Chicken Shed Theatre Group. They accept everyone for who they are and what they can do. Everything about them shouts out "Go for It!" and we all do. I now have a Masters Degree and I'm even writing a rock opera! Amazing but true. Oh yes, life is good when you are in it."

The Chicken Shed Theatre Group, UK was set up in 1974 in a chicken shed! The group consists of 250 young performers. They are a fully integrated group of young people who happen to be poor or wealthy, disabled or non-disabled. They are all equal.

### What do you think?

1. Why did the doctors say that Paula should be left in a mental institution?
2. How did Paula finally show her parents that she could understand them?
3. How do you think Paula's mum worked out a way for Paula to 'talk'?
4. Why didn't the doctors want to carry out a life-saving operation on Paula?
5. After her parents what had the biggest, positive impact on Paula's life?
6. Why do you think Paula has done so incredibly well?
7. Why does she say that "life is good when you are in it"?

### CRC Article 6:

You have the right to be alive.

### CRC Article 9:

You have the right to live with your parents.

### CRC Article 24:

You have the right to the best health care possible.

### Quotes

*"There are no youth clubs where I can enter with my wheelchair. It's the same story with most leisure activities."*

*"...After school and in the holidays you just stay at home at night...it's too difficult to go anywhere...and finding a friend is difficult."*

*"I'd like to play football outside the house but the others don't let me play with them. They say I'll hurt myself...but it's them that are hurting me."*

*"The owner of the shop thought he was helping when he let me go first, but I want to be treated like everyone else."*

# Disability

## Reality check



### Autumn Leaves

**Lazar, 14<sup>3</sup>**

**Hungary**

You who now read these lines: for you sunshine means warmth, snow is a cold, white blanket and summer recalls blue seas. But what does a mentally disabled person see and make of these wonders? How does he see the sun, the sea and the snow? I experienced this wonder once in a park one autumn.

I heard someone crying, a boy of 10 or 12. "What's the matter?" I asked him. "Are you lost?" He was shivering so I put my coat around him. He raised his head timidly. "A lot of... paper," he said pointing at the leaves gathered in thick piles on the ground. "They're not paper, they're leaves." I told him. He shook his head "A lot of... paper...colour paper, dry....paper," he insisted, raising his voice to shout.

A woman came "Come on love, I'll pick some colour papers for you." She smiled and thanked me for my coat, then she took him by the hand and walked off. I looked around. The child was right, the autumn leaves did look like coloured paper. Suddenly he let go of his mother's hand, grabbed a fistful of leaves and ran to me. "Good boy...leaves for you." I was lost for words.

His mother caught up with us. "Don't be angry with him. He is...different, but we love him very much." I stood there in the autumn dusk with a bunch of leaves in my hand looking at the now empty path. Dear little boy you have given me the nicest gift of all. You have helped me to see the wonder in you...to see the human being in you and to accept you for who you are.

### What do you think?

1. Why do you think the boy said that the leaves were paper?
2. Why do you think the boy gave the author a fistful of leaves?
3. Why do you think the author said that they boy had given him the 'nicest gift of all'?
4. Write a story, or a poem, about someone you meet, or have met, who is unlike anyone you have ever met before. They may be mentally or physically challenged. Describe how you feel and what you learn from the experience.

#### Facts

Less than 2% of disabled children attend schools.

#### CRC Article 12:

You have the right to give your opinion, and for adults (and children) to listen and take it seriously.

#### CRC Article 13:

You have the right to find out things and share what you think with others.

#### Quotes

*"Don't walk behind me, I may not lead. Don't walk in front of me, I may not follow. Just walk beside me and be my friend."*

-Albert Camus (1913-1960)

*"An 11 year-old girl with Down's Syndrome was playing with a little boy on the beach. "Are you disabled? He asked. "No, I'm Daisy," she replied and they went on playing."*



# Disability

## Reality check



### Dare to Care<sup>4</sup>

**Elizabeth, 13**

**Samoa**

Do you find it hard to make new friends or learn new things? Do you ever feel out of place or that you don't belong? Imagine if you had all these feelings with no knowledge of why you were different. Imagine seeing the world through the eyes of someone who is mentally challenged.

I speak from experience when I say that everyone, regardless of mental capacity, has the right to be treated as a human being and not to be judged for their behaviour. The mentally challenged have no outlet for expressing fear, anger, sadness or frustration. They don't respond the way we think they should and so we tend to put them in a category or group in which we exclude them from others and think of them as different. They are, but we shouldn't make it worse than it is.

Why is it that I am expected to go to school but my little brother, who is mentally challenged, is not accepted at school? If I have the right to go to school and get an education then so should he. If I have the right to participate in sports, so should he. If I can walk into a public area and not be stared at or made fun of, then so should he. We don't just take away their privileges and opportunities; we take away their lives. Many are even hidden away so that no one can see them.

Parents need to learn how to best help their children. The government should make it a priority to meet the needs of those who are mentally challenged and their caregivers. And we all need to stop exclusion and DARE TO CARE.

#### Facts

28 million babies are mentally impaired because their mothers did not have enough iodine in their diet (IDD). This can easily be prevented by putting iodine in salt. UNICEF promotes the iodisation of salt worldwide.

#### What do you think?

1. Do you agree with what Elizabeth says?
2. What do you think is the most important point she makes? Why?
3. Who else may be excluded in a similar way to someone who is mentally challenged?
4. What can we do to stop exclusion and show that we DARE TO CARE?

#### CRC Article 5:

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

#### CRC Article 31:

You have the right to play and rest.

#### Quotes

*"You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you."*

Dale Carnegie



# Disability

## Reality check



### The Campaigner<sup>5</sup>

**Imran, 17**

**Pakistan**

My mother didn't understand what immunisation was all about. When I was small we lived in a remote village in Pakistan and very few families had their children immunised. The clinics were far away and most people thought that things like immunisation were for wealthier families.

I got Polio when I was four years old. My father says that before that I was the fastest runner in the family. I was always getting into trouble and running away as fast as my little legs could carry me! Then I came down with a fever. My parents thought I had flu and gave me tablets. I got worse and became weaker. They took me to the health worker in the next village. He gave them more tablets but still I got worse. Finally my father took me to the nearest town. It was a long journey and he thought I was going to die. After we reached the hospital tests showed that I had Polio but by then I was already paralysed from the waist down.

My parents blamed themselves for what happened to me but I don't. They're not well educated and they hadn't heard about the importance of immunisation. I know all about it so I am determined to stop other children from suffering from Polio, or any of the other

diseases that can be prevented by immunisation. I give talks at all the schools and at the clinics. I even go from door-to-door with my friends, talking to parents about what immunisation can do for their children. I feel that people really listen to me because they can see for themselves what might happen if they don't get their children vaccinated. My parents tell me that they're proud of me. That makes me very happy but it's not why I'm doing it. If I can prevent one child from suffering, then I think I've done a good job.

#### Facts

Children most at risk of suffering from diseases that could have been prevented by immunisation are those who are victims of war, conflicts and natural disasters or live in remote areas with limited access to health-care.

Just \$2 can immunise one child against Polio in Pakistan.

UNICEF is working within a partnership that includes WHO and the Gates Foundation, to increase the number of children who are fully immunised.

#### What do you think?

1. Why is Imran so determined to tell people about the importance of immunisation?
2. What qualities has Imran got that we should admire?
3. Do you know which childhood diseases can be immunised against? If you don't, find out.
4. Why do you think that immunisation rates are much lower in poorer countries than in richer ones?
5. Do you feel strongly about something, like Imran does? What can you do about it?

#### CRC Article 24:

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

#### Quotes

*"Disabled people throughout the world are standing up for their rights. We demand the recognition we deserve. Don't pity us, become actively involved and support us!!!"*

# Disability

## Reality check



### Seeing what I see<sup>6</sup>

**Sam, 12**

**Ireland**

*"I prefer sport to studying and I am especially good at baseball, but I enjoy all sports. Who do you think my hero is? It's Albert Einstein, and I even have a poster on my bedroom wall. Why Einstein? Because he had dyslexia, too!"*

*I have trouble reading and remembering what I have read. It doesn't mean I'm not smart. (Einstein had dyslexia, and everyone knows he was very smart.) Most people with dyslexia have average or above-average intelligence. I'm really good at maths, science, art, and (of course) gym.*

*At first, my teachers were not worried because I was doing well in most of my schoolwork. But gradually, reading became more of a struggle. My parents were worried and they found a specialist in learning disabilities who gave me loads of tests. The testing showed that I have dyslexia.*

*I have real trouble telling the difference between certain sounds, like "p" and "b." The reading specialist taught me a unique way to remember sounds. For example, I learned that "p" and "b" are brother sounds - they are both "lip poppers." "P" is the quiet brother and "b" is the noisy brother.*

*I used to feel dumb sometimes, reading was hard. But it's easier after you know the sounds. I know I have a good brain, when Einstein was a kid, everybody thought he was dumb, he would stand outside for hours looking for God on top of the clouds, dreaming up the Theory of Relativity, no doubt."*

The good news about dyslexia is that it doesn't have to keep people from achieving things. Ever heard of the MONA LISA? It was painted by the great master - and dyslexic - Leonardo da Vinci. Authors Agatha Christie and Hans Christian Andersen had dyslexia. So had the man who built a cartoon and theme park empire, Walt Disney.

When he was a boy, the famous inventor, Thomas Edison's teacher told his mother that he was stupid and slow. Furious, she took him out of school and taught him at home herself. She believed her son was intelligent and encouraged him to think and experiment. It just goes to show what encouragement will do.

### What do you think?

1. What kind of difficulties did Sam encounter at school?
2. What steps were taken to help him?
3. What is important to Sam?
4. Did you know all these famous people have dyslexia? Do you know any others?
5. It is very important to diagnose dyslexia at an early age. Do you know what measures are taken at your school to help young people with disabilities?

#### CRC Article 23:

You have the right to special education and care if you have a disability, as well as all the rights in the CRC, so that you can live a full life.

#### Quotes:

*"Sometimes the biggest challenge is just to change attitudes, not just of schools but of family and friends."*

*"If you see dyslexia as a gift there's no limit to what you can do."*

Sam's mum

# Disability

## Reality check



### Listen to Me!<sup>7</sup>

**Jimena, 13 years old:**

**Mexico**

It's Election Day in Mexico City. One of the first to fill out and post her ballot is Jimena Loza. Jimena is one of the 4 million Mexican children who cast their ballots and registered their opinions about family life, school, their communities and their country on July 2, 2000. The Children's Consultation started a new chapter in Mexican politics; politicians actually wanted to know what children thought!

Jimena is one of the child rights activists who inspired millions of children to register their opinions.

"Adults really need to listen to young people of all ages, shapes, sizes and colours. We all have different opinions that are relevant to who we are and what we want out of life," says Jimena with the smile and confidence of a seasoned campaigner. "My disability is not an obstacle to me, it is part of who I am," she adds. "I think, in a strange way that it actually inspires people. They see that I don't consider it a problem and they realise that they can also reach their goals."

#### CRC Article 12:

You have the right to give your opinion, and for adults to listen and take it seriously.

#### Quotes

*"I don't like the way children like me are presented as helpless... Yes, we need help, but we don't need our dignity to be taken away..."*

*"Visibility makes you vulnerable. Invisibility makes you even more vulnerable."*

*"I cannot listen to the radio, understand television or attend political meetings - because I cannot hear. But I do think and I do have something to say."*

Jimena has cerebral palsy and is confined to a wheelchair. She speaks slowly with great difficulty but lots of conviction! She spent her summer promoting the voting project and encouraging other children to take part. Shortly before Election Day Jimena participated in a children's radio programme in which a panel of other children interviewed her.

"It is important to listen to children, because we are also citizens," Jimena explained during her interview. "After all, we are the ones who will rule the world and the country in the future."

#### Facts

Disabled children are four times more likely to be neglected and physically abused and over three times more likely to be emotionally abused.

#### What do you think?

1. Do you think it would be a good idea to have a Children's Consultation in your country? Try to find out if anything like this has already taken place.
2. What sort of issues do you think children should be consulted on? Try to think of at least five important topics.
3. Write one question on each of these issues.
4. Work as a group, or class, to compile five questions for each of the five chosen issues.
5. See if you can conduct a Children's Consultation by getting the students in your school or youth group to fill out your opinion polls.
6. Display the results for everyone to see.

# Disability



## ① See the ability!<sup>8</sup>



### Aims

- To raise awareness about some of the everyday problems faced by disabled people.
- To develop insight and skills in order to respond to the needs of disabled people.
- To promote empathy and solidarity.



### Materials

- Sheets of paper and pens (for parts 1 and 3)
- A blindfold
- Role cards (copied and cut out)



**Time** 45 minutes to 1 hour



### Method

This activity is divided into 4 parts

Part 1 - Introduction

Part 2 - Blindfold walk

Part 3 - Signing

Part 4 – Are disabled people different?

This is a serious activity, but funny situations may arise. Let it be so. Feel compelled to intervene or comment only if people are doing something unsafe or making comments that ridicule people with disabilities.

### Part 1 - Introduction

1. Explain that you'll be looking at how disability might affect their life and how people might see them.
2. Give each participant a piece of paper, ask them to write a brief timetable of their normal weekday. Then ask them to write a summary of how they think others would describe them.
3. Tell them that they are now going to try to experience what it may feel like to be disabled in some way and that you will come back to their writing later.

### Part 2. The blindfold walk

1. Divide participants into pairs. Hand out the blindfolds. One person from each pair is to be the disabled person and the other is his/her guide. It is the guides' responsibility to ensure the safety of their partners at all times. They may answer simple questions related to the safety of their partner only with a 'yes' or 'no' answer.
2. Start by asking the 'blind' participants to stand up. Ask them to make a line in front of the class – with no assistance.
3. Ask the guides to take their partners for a five-minute walk around and about, including up and down stairs or outside if possible.
4. On returning to the room let the guides lead their partners to their chairs.
5. Give the participants a few minutes to come out of their roles and move on to part

### Part 3 - Signing

1. Tell the pairs that they are going to swap roles, the guides are now to be the disabled (this time they are mute), and the partners are the able-bodied helpers.
2. Hand out one of the situation cards below to each of the disabled player. They must not show the cards to their partners. Give a piece of paper and a pen to the helpers.
3. Explain that the 'mute' players have to convey their problems to their helpers. They may not write, speak or draw. The helpers must write down what they understand the message to be about.
4. When the 'mute' players have communicated as much as they can, they should show the role card to their helper. Invite the pairs to briefly review their intentions, problems and frustrations.

### Part four – Are disabled people different?

1. Ask the participants to look at their timetables again. This time ask them to imagine that they had become blind, or deaf and mute.
2. How would their timetable change? Which activities would become difficult or impossible to do? How would they feel about this?
3. Ask them to look at the descriptions of themselves that they wrote at the beginning of the activity. Would people see them differently? How would the descriptions change?
4. Finally ask the participants whether they think that having a disability would turn them into a different person. How would they feel if people saw them in a different way?



### Debriefing and evaluation

#### The blindfold walk

Ask both those who were blindfolded and those who were the helpers to share their reactions:

- How did it feel for the 'blind' person to get around unaided at the beginning?
- What was the most difficult thing? What was funny? What was scary?
- How hard was it to trust and to be trustworthy?

#### The signing

- How did each of them feel during the exercise?
- What was most difficult? What was funny? What was scary?
- Was it frustrating to 'sign' and not to be understood?
- Was it frustrating or embarrassing not to be understood?

#### Are disabled people different?

- What was the most surprising thing the participants learnt through this activity?
- Would this experience make them think differently the next time they see or come across a disabled person?



# Disability



## ② What do you see?<sup>10</sup>



### Aims

- To raise awareness about the relevance of participants' rights and disabilities.
- To develop 'visual literacy' skills, listening and communication skills.
- To promote empathy and respect for human dignity.



### Materials

- Photographs depicting children with disabilities.
- Voices quotes sheet.
- Large sheet of paper and pens.
- Glue, scissors and tape.



**Time** 45 minutes 1 hour

- Poster to be finished off as homework.



### Method

1. Ask the participants to form small groups.
2. Distribute the photos and ask the participants to pass them around once they have looked at them.
3. Ask the groups to discuss these images. What do the images show? Which ones are positive? Why? Which are negative? Why?
4. Give out the 'Voices' sheet. Explain that the comments on the sheet were all genuinely made by young disabled people. Give the participants time to read the comments and to discuss them in their groups.
5. Ask them what are the main messages that come out of those quotations.
6. Explain that what you want them to do is to put together images and opinions to make a poster speak out on behalf of disabled people. It should be positive and eye-catching. They may wish to use just one opinion but more than one can be used if preferred. They may add their own illustrations.



### Debriefing and evaluation

1. Start with a review of the activity itself and then go on to talk about what the participants learned.
2. Was it difficult to choose pictures to represent the quotes?
3. Did different participants choose the same pictures, or did people have very different ideas about what the different quotes represented? What does this tell us about how each of us sees the world?
4. Review the list on the flipchart. Which photographs were chosen most often? What was special about those images? Why were they chosen often? Did the size or colour make a difference, or was it what was in the picture that was significant?
5. What did the pictures tell the participants about the rights of people with disabilities? Can the participants start to identify the different types of disability that exist? What impact do those disabilities have on people's lives?



**Follow up:** Read the reality check story: 'Autumn leaves'

# Disability



## Variations

You may simulate other kinds of disability, including less obvious ones, such as learning disabilities or language difficulties.



## Follow up

- Give the participants a copy of the sign language alphabet. Get them to learn how to sign their name and how to say hello.
- Ask the participants to find out about young disabled people in their own social environment. What particularly frustrates them? Is there anything they can do to help? An example might be to help disabled children, of a similar age, to attend social events.
- They could further investigate what services and provisions those people have access to.
- Who initiates decisions and policies for disabled people in your area? Write to these people and express your concerns.

## Situation cards

### Situation 1

Without words, try to explain to a shop assistant that you are feeling very ill. You need to have some medication that you left at home and they should phone your mother urgently.

You cannot speak, write or draw on paper.

### Situation 2

You are at school, trying to tell one of your classmates that you love skateboarding (just like them), and that there is a great skateboarding competition on in town at the weekend. You would really like to go to it with them.

You cannot speak, write or draw on paper.

### Situation 3

You are at the bus station and want to take a bus to the next largest city. You need to find out what time the next bus leaves, where from and how much the return ticket will cost.

You cannot speak, write or draw on paper.

### Situation 4

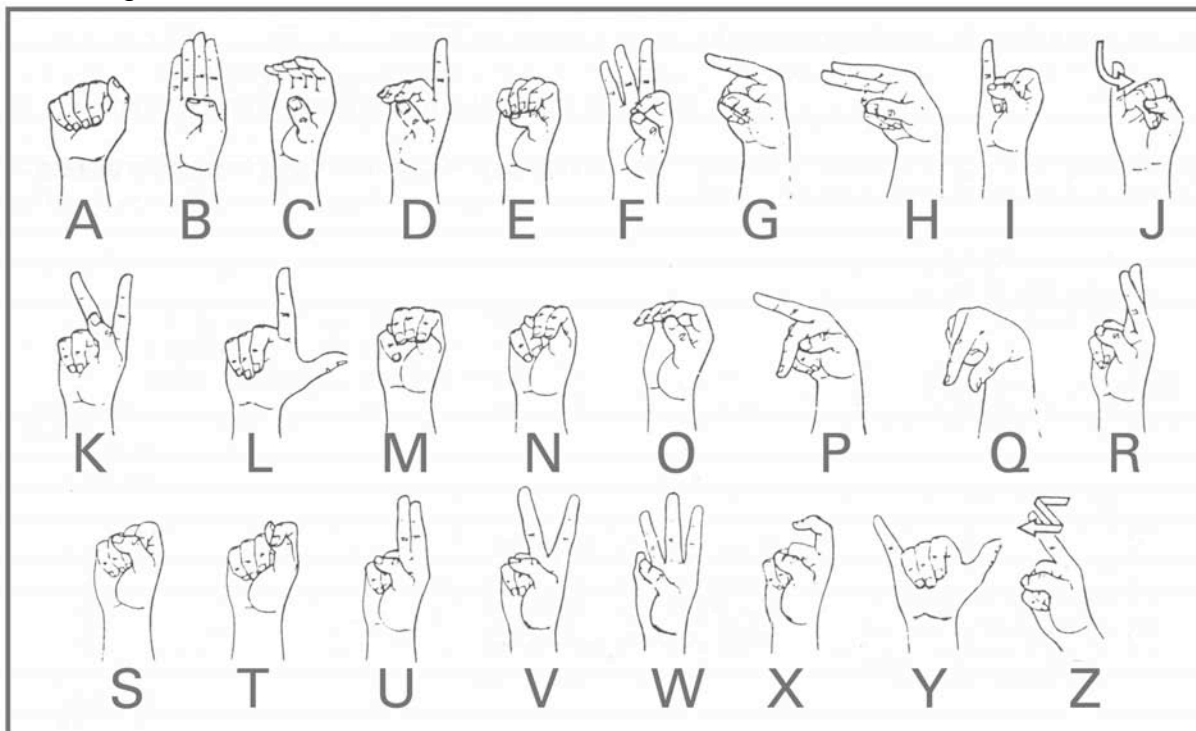
Try to explain to your teacher that you have not done your homework because you had a doctor's appointment in the city. You went by train but on the return journey the train broke down and you did not make it home until 11pm. You were tired and went to bed.

You cannot speak, write or draw on paper.

## 1

### Sign Language<sup>9</sup>

You can use your fingers to form letters and to spell words; there are examples of finger movements for each letter.



Examples of signs







## Disability



### Voices quotes<sup>12</sup>



“Disabled people throughout the world are standing up for their rights. We demand the recognition we deserve. Don’t pity us, become actively involved and support us!!!”

“Visibility makes you vulnerable. Invisibility makes you even more vulnerable.”

“There are no youth clubs where I can enter with my wheelchair. It’s the same story with most leisure activities.”

“I don’t like the way children like me are presented as helpless... Yes, we need help, but we don’t need our dignity to be taken away...”\*

“We couldn’t survive without humour and self irony.”

“...After school and in the holidays you just stay at home at night...it’s too difficult to go anywhere...and finding a friend is difficult.”

“I cannot listen to the radio, understand television or attend political meetings -because I cannot hear. But I do think and I do have something to say.”

“I’d like to play football outside the house but the others don’t let me play with them. They say I’ll hurt myself...but it’s them that are hurting me.”

“The owner of the shop thought he was helping when he let me go first, but I want to be treated like everyone else.”

“Sometimes the biggest challenge is just to change attitudes, not just of schools but of family and friends.”

An 11 year-old girl with Down’s syndrome was playing with a little boy on the beach. “Are you disabled? He asked. “No, I’m Daisy,” she replied and they went on playing.

These are genuine statements made by young people



## ③ The Story of two communities<sup>13</sup>



### Aims

- To understand stigmatisation associated with HIV/AIDS
- To teach young people respect for people with HIV/AIDS



### Materials

- Copies of “The Story of Two communities: Community A and Community B”
- Pens



**Time** 45 minutes to 1 hour



### Method

1. Introduce the activity by leading a discussion about HIV/Aids. Find out how much the participants know about it, for example how it is and is not transmitted.
2. Get the participants to work in pairs.
3. Give each pair a copy of ‘Community A’ and ‘Community B’
4. Explain to the participants that this is the story of Ryando, the true story of a person infected with HIV, who moved from community A to community B.
5. Read the stories to the class.
6. Tell the class to read the stories again to themselves and to answer the questions at the bottom of the page. Allow 15 minutes to complete the tasks.
7. Go through the answers with the participants.



### Debriefing and evaluation

Start the discussion by asking the participants:

1. How did you feel about the people in community A and the people in community B?
2. Why do you think there was such a difference between the two communities?
3. Why do people discriminate against others?
4. Why is it important not to?
5. What could you do if you heard derogatory remarks about a person with HIV or AIDS from someone in your community?
6. What would be most difficult for you if a friend or relative of yours had HIV or AIDS?
7. What would be most difficult for the person with HIV or AIDS?



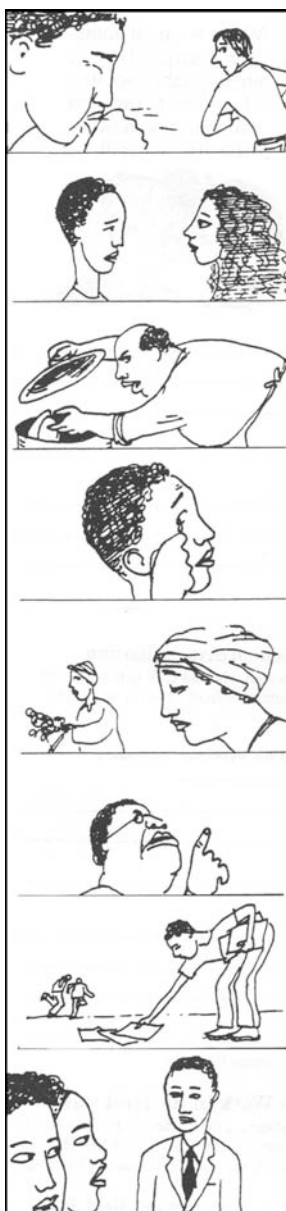
### Variations

For the 14 –17 age group: get the participants to read the story aloud to the class.



### Follow up

- Have a follow up group discussion about HIV/AIDS. Find out how much the participants have learnt about HIV/AIDS from this activity.
- Read the reality check story: ‘Dare to care’ or ‘It’s not easy’

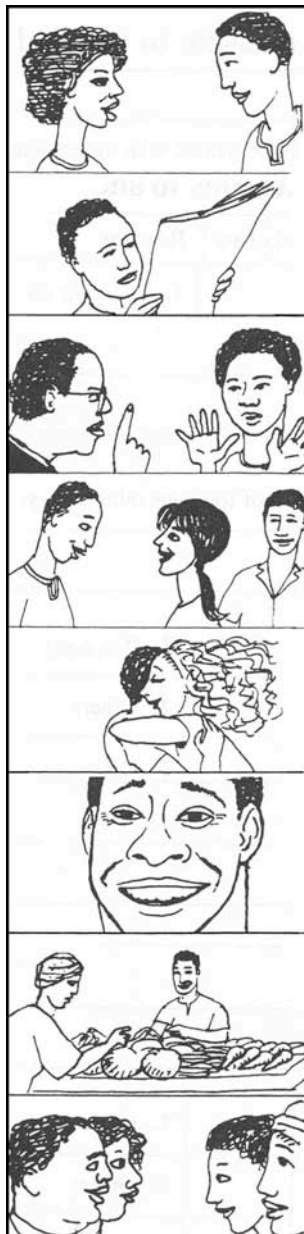


- Every time I coughed, people turned around to see how close I was to them. On the way out of church, people told their kids to move away from me.
- One day I went to see a girlfriend of mine. She did not seem happy to see me. What's wrong? I asked her. My parents don't think we should see each other any more, she mumbled.
- The shopkeeper of the restaurant recognised me when I asked for a glass of water. How wouldn't let me have any. He gave me a can of coke instead. As soon as we finished eating he threw away all my dishes.
- My parents heard from a friend that one of my teachers didn't want me back in school. I can't believe it, I said, he was my favourite teacher.
- My mom got it worst. She had four friends at work who wouldn't even talk to her. In the food store she wasn't allowed to touch any of the food. Some stores didn't even want to take money from her.
- Kids in my school were warned about me by their parents, so they stayed away from me. They told me I would have to use paper plates and plastic cups, spoons and forks that could be thrown away when I was done. They thought I shouldn't use the toilets and water fountain.
- Someone stole one of my books and wrote bad things about me in it. They threw it on the street and ran away laughing at me.
- No one would play with me and when I asked two girls to the dance they said 'no'. Their parents had told them they weren't to go near me.

In your opinion which three comments would be the most hurtful to Ryando?

Most hurtful	Reasons why

### - Community B



- a) A student in the community came by to see me. She said, I want to welcome you to our school. Now, you'll know someone when you come on your first day.
- b) I found out that school officials had talked to the students and teachers about how you can get AIDS, and they had nothing to fear. They even informed the press and the churches in town. What a difference from community A.
- c) Kids told their parents how you get AIDS, and that they weren't scared of me and they wanted to be in the school with me. One family asked their kids to stay home and he said he didn't want to.
- d) When I walked into my classroom, a number of students said, Hey, Ryando! Sit beside me! In another class a pretty dark-haired girl asked me to do a project with her.
- e) I asked my mom if she thought it would be OK to ask Alyssa (a friend from another country) for a kiss goodbye. Mom said, She can only say no! Well, she gave me a kiss and a hug. I felt eight feet tall.
- f) A famous soccer player visited our community and invited me and my family to watch the game. After, he signed his name in my book and told me he was proud of me.
- g) When I turned 18, a man offered me a job at his vegetable stand. My first money. I guess he took a chance on me. Most people were very nice and stopped to buy and talk to me.
- h) What a difference at church. People stopped to talk to me and put an arm on my shoulder. Some even bought food for us – bread, fruit, jam. When I became sicker they brought us a whole meal at home. That sure helped mom.

In your opinion which three comments would be most helpful from this community?

Most helpful	Reasons why

## ④ Free-fall Writing Exercise<sup>14</sup>



### Aims

- To develop reflective thinking on people with disabilities.
- To encourage young people to express their feelings about disability.



### Material

- Large sheets of paper
- A4 sheets of paper
- Pens



**Time** 45 minutes to 1 hour

Free-fall writing develops the ability to reflect on our thought process, and records the words in our head. It is a form of self-observation that can produce very honest and powerful writing.



### Method

1. Start by asking the participants about the issues of disability that have been raised throughout this module. (See glossary for some examples).
2. Draw up a list of all the disabilities on the board.
3. Give the participants a sheet of paper and a pen. Ask them to choose a disability and imagine what their lives might be like if they had this disability, at home, at school in the community, at leisure.
4. Prepare the exercise by asking everyone to be 100% honest with yourself, don't go back and correct or change anything, when describing something use all five senses.
5. Now get the participants to write down whatever thoughts are in their heads as soon as they have them. Let them know that what they are about to write can be kept private and need not be shared. Allow 10 to 15 minutes writing time.
6. When they have finished writing, ask the participants to underline the best six phrases of what they have just written. Ask the participants whether they would be willing to share the six phrases, or some of them, with the rest of the group.
7. Read the phrases to the group and discuss the phrases' meaning, and what makes them effective.
8. Record the qualities that make writing effective on the flip chart
9. Ask the participants to link their six lines into a verse, they may change the order, and they do not have to rhyme. Support young people individually.
10. Get them to rewrite the verse on another sheet of paper, they could give the verse a title and write their name.
11. Get a large sheet of paper and invite the participants to attach their verse to it, leave it up for everyone to read.



### Variation

For 10 to 13 year olds, you may want to specify the structure of the poem. For example 'Imagine you are a disabled person and write a sentence for each of the following:'

- How do you think people see you?
- How do people react to you?
- How do you feel about this?
- What are you excluded from?
- How do you want to be treated?
- What would you like to change?



### Debriefing and evaluation

When everyone is seated ask the participants the following questions:

- What was it like to write your thoughts down?
- How did you choose the words to express your thoughts?
- Did you hear your thoughts as statements, or as ideas?
- Do some words work better than others to get your point across?
- Do you think the verse worked well?



### Follow up

- Using a variety of artistic media such as pencils, poster paint, collage, watercolours, get the participants to reproduce a pictorial impression of their verse.
- Read from the 'Reality Check' stories – 'Life is Good When You are In it.'
- What messages do we need to promote in the world about this cause? Songs and poetry are a good way to get messages across. Get the participants to imagine that they are important songwriters. Ask them to write the lyrics to a song about landmines. If there are any musicians in the group encourage them to try and write some music to go with the words.



## 5 How, how, how?<sup>15</sup>



### Aims

- To get the participants to start thinking about ways of including disabled people.
- To encourage young people to methodically plan action that can be taken to improve a situation.



### Materials

- Wide pieces of paper and pens.
- List of 'How' questions adapted for each age group.
- Action plan, promoting the rights of disabled participants.



**Time** 45 minutes to 1 hour.



### Method

1. Get a large sheet of paper, some pens and a 'how' question.
2. Write out the question on a long and wide piece of paper, and draw four or five arrows coming from it.
3. Ask the question and write down any suggestions at the end of the arrows. Explore each suggestion in more detail by asking 'How...?' again. Do the same with each round of suggestions.



### Debriefing and evaluation

1. When you have explored each of the 'How?' avenues, go through them again to identify the actions that the participants could do themselves.
2. Were they aware of the amount of action that could be undertaken by them?
3. Get the participants to set the actions in order of importance.



### Variations

Divide the class into smaller groups and get the participants to work on a question by themselves, and then present their findings to the class.



### Follow up

- From reality check stories read: 'Listen to me'
- In groups ask the participants to write a 10-point action plan to assist disabled children.
- Invite the participants to try and undertake further action based on the answers to the 'How?' game.
- Participants could choose a story from the reality check, develop an action plan and present it to the group.

### How questions

**Recommended questions for 10 to 12 year-olds. They can also be used by other age groups**

1. How can children with disabilities be given a chance to speak for themselves and express their thoughts and feelings?
2. How can positive ideas about disabilities be integrated into class work, children's play and other activities?
3. How can lessons, learning materials and classrooms be adapted to the needs of children with disabilities?
4. How can children with disabilities be shown as equal to those without disabilities?
5. How can negative stereotypical attitudes towards children with disabilities be prevented?

### Questions for older age groups

6. Who can people be sensitized (parents, families, caregivers) to the special needs of children with disabilities?
7. How can frustrated parents learn simple ways to deal with and manage their child's needs?
8. How can abuse be prevented?
9. How can parents of young children with disabilities be actively involved in the planning of school activities?
10. How can the early detection of disabilities be improved?
11. How can equal rights to education for children with disabilities be ensured?
12. How can disabled children be more visible?
13. How can more disabled children be involved in decision making?

# Disability



## Further Information

Cedir's disability Awareness Site for Youth

This web site has been developed to help you begin to answer questions about disabilities

<http://www.iidc.indiana.edu/cedir/kidswweb/disabilch.html>

Deafsign.com

<http://www.deafsign.com>

Just giving

<http://www.justgiving.com/?articleid=12104>

A new two-year project to research and promote access for disabled people to volunteering opportunities. Common media images show disabled people passively receiving help from volunteers. This project will turn these images on their head by focusing on disabled people who are keen to make a contribution themselves by volunteering.

Disability challengers

<http://www.disability-challengers.org/html/main.html>

Disability International Foundation

<http://home.teleport.com/~dif/>

Is a nonprofit, educational foundation providing global awareness, consultation, networking, publications, and training in fostering progress for the inclusion of people with disabilities - children, youth and adults.

Handicap international

<http://www.handicap-international.org>

UNICEF - Lnadmines

<http://www.unicef.org/programme/info/topic/mines.htm>

A selection of web sites providing information, publications, statistics and resources on landmines, list international organisation and non governmental organisations

World Health Organization.

[www.who.int](http://www.who.int)

The World Health Day 2001 featured a school contest for children and adolescents around the world addressing the problem of stigma. The theme of the contest mirrored the theme of World Health Day "Dare to Care: Stop Exclusion." The contest drew worldwide participation and resulted in the publication of a WHO book "Through Children's Eyes" which provides, through essays and pictures, a child's and adolescent's view of stigma associated with mental disorders.

[http://www5.who.int/mental\\_health/main.cfm?p=0000000116](http://www5.who.int/mental_health/main.cfm?p=0000000116)

<b>Autism</b>	A disturbance in psychological development in which use of language, reaction to stimuli, interpretation of the world, and the formation of relationships are not fully established and follow unusual patterns.
<b>Cerebral Palsy</b>	A condition caused by brain damage around the time of birth and marked by lack of muscle control, especially in the limbs. Also called spastic paralysis.
<b>Cleft palate</b>	A congenital fissure along the midline of the roof of the mouth.
<b>Congenital</b>	Used to describe an unusual condition present at birth.
<b>Cystic Fibrosis</b>	A hereditary disease starting in infancy that affects various glands and results in secretion of thick mucus that blocks internal passages, including those of the lungs, causing respiratory infections. Also called mucoviscidosis.
<b>Diabetes mellitus</b>	A disorder in which there is no control of blood sugar, through inadequate insulin production (Type 1) or decreased cellular sensitivity to insulin (Type 2), causing kidney, eye, and nerve damage.
<b>Disability</b>	1. An inability to perform some or all of the tasks of daily life 2. A medically diagnosed condition that makes it difficult to engage in the activities of daily life.
<b>Down's syndrome</b>	A chromosomal abnormality resulting in mental handicap and characteristic physical appearance. People with Down's syndrome have one too many chromosomes – 47 instead of the normal 46. Because the extra chromosome is number 21 (affected individuals have three, instead of two, number 21 chromosomes), the disorder is also called trisomy 21.
<b>Dyslexia</b>	A learning disorder marked by a severe difficulty in recognizing and understanding written language, leading to spelling and writing problems. It is not caused by low intelligence or brain damage.
<b>Epilepsy</b>	A medical disorder involving episodes of abnormal electrical discharge in the brain and characterized by periodic sudden loss or impairment of consciousness, often accompanied by convulsions.
<b>Infectious</b>	1. Used to describe a disease that is capable of being passed from one person to another. 2. Caused by bacteria, viruses, or other micro organisms.
<b>Iodine</b>	An element essential for the formation of the thyroid hormones. These hormones control the rate of metabolism (internal chemistry) and growth and development. About 100 to 300 micrograms are needed daily. The amount of iodine in food depends on the amount contained in animal feed and the amount in the soil; shortages occur in limestone areas. Shortages can be largely overcome by consuming bread or table salt fortified with iodide or iodate. <b>Iodine deficiency</b> in newborns can lead to a congenital condition characterized by impaired mental abilities, stunted growth, and coarse facial features in infants. A complete cure is possible by means of replacement therapy with thyroxin provided the condition is recognized early.

<b>Legislation</b>	1. The process of writing and passing laws. 2. A law or laws passed by an official body, especially a government assembly.
<b>Malnutrition</b>	A lack of healthy food in the diet or an excessive intake of unhealthy food, leading to physical harm.
<b>Muscular dystrophy</b>	A medical condition in which there is gradual wasting and weakening of skeletal muscles.
<b>Paraplegia</b>	Total inability to move both legs and usually the lower part of the trunk, often as a result of disease or injury of the spine.
<b>Pesticide</b>	A chemical substance used to kill pests, especially insects. Also called biocide.
<b>Poliomyelitis</b>	A severe infectious viral disease, usually affecting children or young adults, that inflames the brainstem and spinal cord, sometimes leading to paralysis and muscular wasting.
<b>Prosthetics</b>	A branch of medicine dealing with the design, production, and use of artificial body parts.
<b>Spina bifida</b>	A congenital condition in which part of the spinal cord or meninges protrudes through a cleft in the spinal column, resulting in partial to total paralysis of the lower body.
<b>Traumatism</b>	A condition resulting from a physical injury or wound or from an emotional shock.
<b>Vitamin A</b>	A fat-soluble vitamin essential for normal growth, for the formation of bones and teeth, for cell structure, for night vision, and for protecting the linings of the respiratory, digestive, and urinary tracts against infection. Vitamin A is absorbed by the body in the form of retinol. This is found in animal foods, such as liver, fish liver oil, egg yolk, and dairy produce, and is also added to margarine. Carotene, which is converted into retinol in the body, also provides a good source of vitamin A. Carotene is present in green vegetables, tomatoes, and various fruit, such as oranges, plums and peaches. It is especially abundant in carrots. The first symptoms of <b>vitamin A deficiency</b> is night blindness (inability to see in dim light), followed by dryness and inflammation of the eyes, and eventually blindness. Deficiency also causes reduced resistance to infection, dry rough skin, and, in children stunted growth.





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- <sup>1</sup> Based on stories from UNICEF Afghanistan and UNICEF Mozambique
- <sup>2</sup> From an article in the Guardian newspaper, UK 2002
- <sup>3</sup> A story from a WHO contest on mental health. 2002
- <sup>4</sup> A story from a WHO contest on mental health.2002
- <sup>5</sup> Story by Sue Maskall
- <sup>6</sup> Story from 'Kids Health' – the Nemours Foundation <http://kidshealth.org>.
- <sup>7</sup> Based on a story from UNICEF Mexico.
- <sup>8</sup> Based on an activity from 'Compass' Manual on Human Rights Education with Young People – Council of Europe, Council of Europe Publishing May 2002.
- <sup>9</sup> Training in the community for people with disabilities, World Health Organization, Geneva 1989.
- <sup>10</sup> Activity by Sue Maskall and Gelise McCullough
- <sup>11</sup> Photographs courtesy of UNICEF photo library New York
- <sup>12</sup> 2001 report on the lives of disabled children for the UN General Assembly Special Session on Children. Hello, is anyone there? Report to the UN General Assembly Special Session on Children, 2001
- <sup>13</sup> Activity from 'School Health Education to Prevent AIDS and STD' – A resource package for curriculum planners. World Health Organization and United Nations Educational, Scientific and Cultural Organization 1994.
- <sup>14</sup> Adapted from 'Creative Force', Save the Children Fund, 2001
- <sup>15</sup> Based on an idea from 'Spice it up!' Dynamix Ltd. Serious fun. Save The Children Fund 2002.
- <sup>16</sup> Encarta® World English Dictionary © 1999 Microsoft Corporation. All rights reserved. Developed for Microsoft by Bloomsbury Publishing Plc.  
The British Medical Association – Complete Family Health Encyclopedia. 1992 Dorkling Kindersley London.

Unit cover photo © UNICEF/HQ Brazil/Coe

# BELIEFS & ORIGIN

## UNIT 4



For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY



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## Background

One third of 15,000 young people polled said that children from other ethnic groups are treated unfairly in their country.<sup>1</sup> Jews and the Roma are two examples of groups of people who have, historically suffered from discrimination wherever they have lived, no matter how many generations their family has lived there. Other groups that regularly face intolerance include immigrants and asylum seekers.

There are approximately 50 million uprooted people around the world; people who have sought safety in another country, and people who have been displaced within their own country. The vast majority of people flee their homes because of armed conflict. Human migration has been a contentious issue. In the past century many societies have experienced the ethnic diversity associated with immigration. As the number of political and economic refugees and asylum seekers continues to grow the issue of discrimination based on ethnic origin is becoming an increasingly important one to address.

First, second and third generation immigrants may feel differing degrees of loyalty to the countries they live in and the countries they came from. There may even be a third country that they feel allegiance to than their country of origin. Studies in Norway<sup>2</sup> have shown that children who manage and perform well at school are those who accept their parents' culture while functioning on the terms of their 'new' society.

One hundred and forty-four countries belong to an international covenant that acknowledges the right of all citizens to religious freedom and yet many people still live in countries where the right to religious freedom is restricted or even prohibited<sup>3</sup>. 'We can not and must not stand silently by while basic individual freedoms enjoyed by members of majorities are denied to members of minorities throughout the world...Intolerance can lead to discrimination and discrimination can lead to persecution.'<sup>4</sup>

Religious and ethnic intolerance violates human rights and threatens democracy and peace in the world. It has led to tragedies like the Holocaust and the genocide in Bosnia and Rwanda. Most of the civil disturbances and wars that exist today are largely due to religious and ethnic intolerance.

Information from 77 governments revealed that most states believe that education is the principal means of preventing discrimination and intolerance.<sup>5</sup> The reason for this is that most forms of prejudice are based on ignorance. This module in the KIT gives young people the opportunity to empathise with people who are very different from themselves, including asylum seekers, second generation immigrants and young people with different beliefs.

If young people are given the opportunity to experience life through the eyes of others who live in different environments and come from different cultures they will become more adaptable and more inclusive. It is an opportunity that cannot be missed.



# Beliefs and Origin

## Reality check



### Racism and Terrorism<sup>6</sup>

**Abdul, 14**

**England**

I get discriminated against because of the colour of my skin; I also have to deal with harassment because I'm a Muslim. I reckon the abuse definitely got worse after the terrorist attacks in the USA on September 11. Kids made jokes about Bin Laden but some adults got a bit more aggressive. I tried to take it all in my stride but I really worry about the impact events like that have on the Muslim community. My Mum felt threatened just walking down the street.

I've been going to the same mosque in Central London my whole life but after 9/11 I felt too scared to go there. People started throwing stones at it and storming in and shouting at us during prayers. It really bothered me that the ignorance of a few people affected the way I went about my everyday life. You know the really strange thing? After Britain and the US attacked Iraq people were more sympathetic towards Muslims. I think that so many were against the war because they could see that the Iraqi people were innocent. They were innocent Muslims, so people realised that not all Muslims are terrorists.

It seems so unfair that, on top of all the other normal pressures we face as teenagers, we now spend so much time worrying about things like racism and terrorism and war. What's even scarier is that for us – certainly the young people I've spoken to – these worries aren't just imaginary, they're all too real.

They're just a normal part of life for many young people growing up in our world. You know what I think? I think that the world would be a better place if it was run by young people. We're much more straightforward than adults and we have a strong sense of fairness. We would never have attacked New York or Iraq.

#### CRC Article 30:

You have the right to practice any culture, language or religion.

#### Quotes

*'All great religions share common commitments to similar ideals. I am convinced that Christians, Muslims, Buddhists, Hindus, Jews and others can work together to alleviate human suffering and to promote peace.'*  
Jimmy Carter, Nobel Peace Prize winner, 2002

*He who accepts evil without protesting against it is really cooperating with it.*  
Martin Luther King

#### Facts

In Western and Central Europe over 40 per cent of children, polled by UNICEF, said that children of different ethnic groups are treated unfairly in their country.

#### What do you think?

1. Why did Abdul think that he was more abused after 9/11?
2. Why did attitudes change after the war in Iraq?
3. What does Abdul find most scary?
4. Imagine that you are Abdul and that you have been given the chance to make a public service announcement on television, to speak out against racism. Work with a partner to plan, write and make your announcement. See Media Tips for advice.



# Beliefs and Origin

## Reality check



### Discrimination against Ethnic Minorities<sup>7</sup>

**Vesna, 18**

**Bosnia**

"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 17 and 20. I'm 18 and unemployed, so I went in and asked about the job. As soon as the manageress saw that I was Roma she told me to come back another day. The reason she gave was that not enough people had applied; well then she should have been happy to interview me straight away! I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manageress was too busy to see me, but I was told that the vacancy had been filled. After I left the shop I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."

After investigation, this was the manageress's response:

*"I felt that Vesna would find it difficult to work here, because of the distance she would have to travel to work each day. It's difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area."*



#### Facts

Almost 100 per cent of Roma in Bosnia and Herzegovina are unemployed. UNICEF supports educational programmes for Roma children and programmes aimed at integrating young Roma people into the community.

#### What do you think?

1. Do you think Vesna was discriminated against? Why?
2. What should Vesna have done about the situation?

This is what Vesna actually did:

*Many countries have laws against unfair discrimination. Vesna took her case to a special European court that enforces the law about discrimination. The court agreed that she had been discriminated against. The girl who got the job was only 16, white, and lived the same distance from the shop as Vesna. The shop had to give some money to Vesna for hurting her feelings.*

#### More thinking...

1. Do you know of any ethnic minority groups in your country that are discriminated against? Why does it happen? What do you think about this?
2. "Ignorance encourages prejudice and makes discrimination possible". Discuss the meaning of this and how it relates to this story.

#### CRC Article 39:

You have the right to help if you've been hurt or badly treated.

#### CRC Article 40:

You have the right to legal help and fair treatment in a justice system that respects your rights.

#### Quotes

*'Civilization should be judged by its treatment of minorities'*

Mahatma Gandhi

*'Never be afraid to raise your voice...against injustice and lying and greed. If people all over the world...would do his, it would change the earth.'*  
William Falkner

# Beliefs and Origin

## Reality check



### Proud of Two Cultures<sup>8</sup>

Selwa,<sup>9</sup> 15



#### Spain

Let me tell you about my family. My parents emigrated from Morocco to Spain, ten years ago. My two brothers and one sister, were born here. My father is a doctor and my mother is a teacher. Well that's what they were in Morocco. When they arrived here they couldn't find jobs because no one recognised their qualifications. My father worked in a hospital, but he was cleaning the floors! Father managed to do further studies until he had qualifications that let him practice as a doctor again. My mother always says

that it was a struggle but she is so glad because my father only ever wanted to be a doctor.

#### CRC Article 30:

You have the right to practice your own culture, language and religion.

#### Quote

*"Friendship may be shortly defined, 'a perfect conformity of opinions upon all religious and civil subjects, united with the highest degree of mutual esteem and affection.'"*

Cicero 1<sup>st</sup> Century BC

After we had been here for a few years my father arranged for his mother to join us. His father had already died and Nana was on her own. Now we all live together in one apartment. I don't remember much about growing up in Morocco, so Spain is really home for me. My brothers and sisters wouldn't even think about living anywhere else, this is all they've ever known. I know it's different for Mother and Father. Father has made lots of friends through his work and his Spanish is almost as good as mine. Mother's friends are mostly Moroccan and her Spanish is really limited to doing the shopping and greeting neighbours. Nana only speaks Arabic. I think I've heard her say "Hello, thank you, goodbye, how much and too much" in Spanish and that's all. She says she's too old to learn anything new.

I'm proud of coming from Morocco and of being Spanish, does that sound strange? I like things about both cultures. I love both languages. It upsets me when teachers tell me not to speak Arabic at school, like it's a bad language or something. I have friends who are completely Spanish and friends who are a bit of a mix like me. They treat me the same. It tends to be children that don't know me, or ignorant adults who offend me. Sometimes they don't mean it, they say "You're not Spanish are you, where are you from?" I want to say actually I am Spanish, but I'm originally from Morocco. I think if I was white they wouldn't say these things. I've talked to my father about racism. He tells me that sometimes patients don't want to see him because he's black. That upsets me but it's their loss because he is the best doctor in his clinic!

#### What do you think?

1. How do you think Selwa would like to be treated by everyone?
2. What do you think are some of the benefits of living in a multicultural society?
3. Try to find out how many different countries your class or youth group has connections with. Display a map of the world somewhere prominent. Stick photos of students around it and use pieces of string to connect them with countries where they and their parents or grandparents were born. You could extend this activity to include countries students have lived in. You could also display examples of languages spoken, national dress and famous monuments.

# Beliefs and Origin

## Reality check



### All Together Now<sup>10</sup>

A growing number of people who don't agree with the divisions between different religious faiths have started to form coalitions. They are coalitions of churches, synagogues and mosques. Here in Richmond (in the USA) there are three main coalitions. They encourage religious cooperation for social change. One of the ways that they do this is to offer food and shelter for the homeless. They also help people find jobs and housing.

"The most important thing is that we're all just people. We just worship differently. We all get together and discuss lots of issues. We don't always agree but we don't worry about the differences." said Beth, who is Jewish. "That's right. We're not fighting over some geographic or political gain. In fact we think it's wrong to fight in the name of religion. Our objective is to work together to help others, no matter what they believe in." said Rasheed, who is Muslim. "Come and see for yourself" he added, leading me over to a group of people who were settling down for the night in a corner of the building.

"This is Vronidia and her three daughters." I shook hands with Vronidia, who explained that she had fled an abusive household that very evening. "The people here were very welcoming. I think this place was sent by God." When I asked her which God she laughed. "Well I'm Christian but I reckon we must all believe in the same God, we just call him by different names don't we?"

Rasheed then took me over to an elderly man who said he didn't believe in God at all. "I've never had reason to believe in a God. I've had a hard life." He looked away and then continued "These people are good though. If it helps them to believe in God, that's fine. I'm not changing my mind though." Rasheed laughed and said "We're not trying to convert you to anything. You're fine as you are." The old man nodded and wandered off. Beth came over. "Rasheed, a man has just arrived with his daughter. They were evicted from their home yesterday and have been riding around on the buses since then, just to keep out of the cold." Rasheed went over with Beth to help the new arrivals settle in.

With new immigrants settling in the region and bringing their own faiths, such coalitions are growing larger. They seem to me to be one of the few ways that immigrant groups are actively encouraged to interact with the rest of society.

### What do you think?

1. What do you think about these coalitions?
2. Find out if there are any coalitions or mixed faith groups in your local community or elsewhere in your country. What do they do? Who is involved?
3. Write a newspaper report about one of these groups.

### Quotes

*"I love you when you bow in your mosque, kneel in your temple, pray in your church. For you and I are the sons and daughters of one religion."*  
Kahlil Gibran

*"I am a Buddhist but I feel that no one has the right to impose his or her beliefs on another person. I will not propose to you that my way is best. The decision is up to you."*  
The Dalai Lama

### CRC Article 2:

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

### CRC Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

# Beliefs and Origin

## Reality check



### Behind bars<sup>11</sup>

**Suleiman, 18**

**Sri Lanka**

I have been imprisoned three times – in three different countries. A few years ago I found myself caught up in the conflict between the Sri Lankan Government and the rebel group, the Tamil Tigers. The Tigers killed my brother, I knew that I would be next if I did not escape. I had already been arrested and tortured by the government forces because they thought I was “a follower of the rebels”. I was hung upside down and beaten with a metal pipe. I still can’t move my arm. I was caught between two opposing sides and didn’t want to belong to either.

#### CRC Article 22:

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in the Convention of Child Rights).

My father paid a trafficker to take me to Germany, where he thought I would be safe. After a terrible journey I arrived at the German border and was arrested. I was handcuffed and taken to a dark room. Later they put me in prison. I didn’t know any German so I didn’t speak to anyone. Eventually someone told me that I was going to be deported because I had entered Germany illegally. They said that I was not recognised as a refugee because I was not running away from my government, I was fleeing from unrecognised persecutors like the Tamil Tigers.

#### Quote

*“Treat the other man’s faith gently; it is all he has to believe with. His mind was created for his own thoughts, not yours or mine.”*  
Henry S Haskins

I was sent to a camp in East Germany. The local people beat me up and spat at me on the street. I don’t know why they hated me so much. I had to escape from there. I made my way to the UK, where I claimed asylum on entry. I stayed with a Tamil friend for the first six months, while I waited for my application to be processed. For the first time I began to relax and feel happy. Then I was told that the Home Office had found out that I had come through Germany, which according to European law was a “third safe country”. For that reason I was going to be sent back to Germany. I told them that if they sent me back I would be deported to Sri Lanka, and there I would be killed. They did not listen.

I was working at a petrol station when they came and arrested me. I was taken to a detention centre near Gatwick. I contacted a lawyer who filed an appeal. I am still waiting to see what will happen. If they send me back all my family’s efforts will have been in vain. They put all their savings together to give me this chance to live. If I get sent back I know I will die like my brother.

### What do you think?

1. Does your country have many asylum seekers? Where do they come from?
2. How does your government choose who can stay and who has to leave?
3. If your government were to stand by Article 22, would it grant Suleiman asylum?
4. Write a story, or diary entry, of your experience as an asylum seeker. Imagine that you have been forced to leave the country you now live in. What happens to you when you arrive in your country of asylum?



# Beliefs and Origin

## Reality check



### A Sporting Chance<sup>12</sup>

**Earl Barrett**

**England**



I became the kind of footballer who could block out the crowd when I played. I wasn't always like that though. When I started to play football I was playing in the reserves and we didn't used to have that many spectators. I could hear everything they were saying. There were other black players

on the field too, but all I can remember is getting the ball and hearing the monkey chants.

Now I'm honoured by my fans as a "club legend" and I have good memories of playing for my country. Years ago though, I remember that racism in the sport became such a problem that undercover investigators were sent to games to find out who was responsible for starting the chanting. I hardened myself to racist abuse but it cuts deep, especially when you're young.

When I was a teenager, I remember going into a local restaurant near my home. As soon as I walked through the door a white man began shouting abuse at me. Then he threw ashtrays and water jugs at me. I went home and cried. I couldn't believe that a grown man could be so hateful towards someone he didn't know. It almost made me feel ashamed of myself, even though I hadn't done anything wrong. It still churns me up, just thinking about it.

#### CRC Article 19:

You have the right to be protected from being hurt and mistreated, in body or mind.

#### CRC Article 31:

You have the right to play and rest.

*was playing outside. When he came in, his father asked what colour his playmate had. The boy replied, "Wait a bit, Daddy, I'll go out and have a look!"*

*"Ask what are my virtues not the colour of my skin."*

Arabian Proverb



Photograph by UNICEF/Brazil/Coe

### What do you think?

1. Have you ever seen or felt racism in sport, particularly football?
2. What do you think should be done about it?
3. Find out about F.A.R.E. (Football Against Racism in Europe) [www.farenet.org](http://www.farenet.org) and the 10 point plan to fight racism.
4. Find out if sporting bodies, like football, are fighting racism in your country.
5. Can you think of ways in which sport can be, or is, used to fight racism?
6. Do some research to find an example of where sport has been used to counter racism, or to unite divided groups of people.



# Beliefs and Origin



## ① Pack of Cards<sup>13</sup>



### Aims

- To understand the situations that refugees are forced to face.
- To consider that anyone could find themselves in that situation without being able to prevent it.



### Materials

- 'A Pack of Cards' – Copied and cut into 18 sections.
- 'A Pack of Cards'- full text.
- A large sheet of paper.



**Time** 45 minutes to 1 hour



### Method

1. Start with a brainstorming session to find out what people know about refugees. Write the essential points on a large sheet of paper or flipchart to refer to in the discussion later.
2. Give the participants a section of the story. All the sections are numbered. Ask the participants to read out their bit one after the other and in order.
3. Distribute copies of the whole story to the participants and ask them the following questions:
  - Who is this story about?
  - When did it take place?
  - Where could it have taken place?
  - Has something like this ever happened in your country? (In the story the oppressor is referred to as 'the rebels' but a different term could be used)
  - Where can this type of situation be found today?
4. Get the participants to go through the different dilemmas that were faced by the narrator. Ask them what they would have done in each situation.



### Debriefing and evaluation

Start by asking the participants what they thought of the activity.

- Did their perceptions change between reading only a section of the story and the whole text?
- Did the participants identify with this story? How?
- How do people feel about refugees?
- Ask for examples of discrimination that can be found in the story.

# Beliefs and Origin



①



## Follow-up

- Invite the participants to read the real-life stories: “Behind bars”
- Contact a local or national organisation that works with refugees sheltering in your country and see what you can do to support them. Perhaps you could organise a collection of children’s toys, games or clothes. Find out what the organisation needs before you start collecting things!
- Do a research project on famous refugees in your country or in the world. There are many examples throughout history of movements of refugees. Once the participants have selected someone, ask them to research what countries they came from, the reasons for leaving and their achievements. Ask the participants to find the most surprising refugee, i.e. someone very well known that nobody knew was a refugee.

Display as a poster in the classroom.

Some famous refugees include:

**His Holiness, The Dalai Lama 1935 –from Tibet**

**Albert Einstein (1879 – 1955) - from Germany**

**Sigmund Freud Psychologist, from Austria**

### ①

#### A Pack of Cards



1. I had enjoyed school that day. My teacher had liked the funny story I had written about my family and asked me to read it out in class. My parents were really proud of me when I told them, they loved the story too and my brothers laughed till they cried. We celebrated by playing my favourite card game before we went to bed. We laughed a lot that day.
2. It was still dark when my father shook me awake. I could just see his worried face. He said that we had to leave straight away because the rebels had reached our village! He had heard that many people in the next village had been killed. We had 5 minutes to leave our home, there was no time to pack anything. I got dressed, grabbed my jumper and the pack of cards next to my bed.
3. My mother was crying, she wanted to see her sister who lived three houses down the road, to make sure she was coming too. My father ran to their house. He returned after a few minutes. He told my mother that my Uncle was refusing to leave his home. That made my mother cry even more but there was no time to try to persuade them to come with us. I wonder what happened to them.
4. We left our house and started heading along the road, in the opposite direction to the screaming and shouting we could hear in the distance. Flames lit the sky. The road was filled with people of all ages, all walking quickly and quietly. Some people were sobbing but most were too scared and out of breath to make any sound at all.
5. My grandmother was having trouble keeping up, her foot was hurting. 'Come on nana' I said 'I'll help you.' She leaned on me but she was so heavy that we slowed down and everyone started overtaking us. By then I had lost sight of my parents and my brothers.
6. After two hours we had fallen behind and were on our own. The noises around us grew louder. We could hear screams and gunshots. My grandmother and I hid behind some trees, we were both too frightened to talk. A lorry carrying rebels drove by.
7. After we had caught our breaths my grandmother whispered in my ear 'You must go on without me. If you keep off the main road you won't be seen and you'll be able to catch up with your mother and father.' I shook my head. I didn't want to leave her, I was scared for her, and for me. What if I couldn't find them?

①



8. I wasn't given a choice. I helped my grandmother to hide in someone's woodshed, then I left her. I ran along the small lanes trying to stay off the main road but keep sight of it at the same time. I was exhausted and hungry. Suddenly I heard shooting and screaming just in front of me. I jumped into a ditch. One minute I was shivering and crying, the next minute I think I fell asleep.
9. 'Get up!' someone shouted. I opened my eyes. I felt like I was waking from a dream into a nightmare. A man was standing over me with a gun pointed at my head. 'Come with me!' he yelled. I followed. The nightmare continued, there were bodies everywhere, some of them were my neighbours and school friends. I felt sick.
10. Then I saw my father, he was lying awkwardly on the road. I ran towards him. 'Papa' - I grabbed his jacket and his head moved slightly. There was blood but no life. The man pulled me away and punched me. I don't remember what happened next. The next thing I knew I was being herded together with some of the other villagers. Nobody spoke, we all had the same look in our eyes, it was beyond fear. We were loaded onto a lorry. It drove away we didn't know where we were going, at that moment we didn't care.
11. Someone said we were going to a camp. I felt tense and sensed that the others felt the same. What sort of camp? Our world had been turned upside down. What would happen next in this living nightmare? Would we be tortured or fed? The lorry stopped and we got out.
12. We were told to walk. We walked and walked – there was no camp – the border had moved and we had to keep going. Everyone seemed to be confused. We lost sight of our 'controllers' in the chaos and kept on walking. My body ached all over, I had not eaten in two days, I had never been this far from my home, in fact I had never been on my own before. My life was no longer my life.
13. We finally reached the border that night. When we arrived the border guards didn't want to let us through. They asked us a lot of questions then told us to wait. We heard that they had turned another group away a few hours earlier. We waited all night, eventually the border officials let us go, they said we would find a 'refugee' camp in the next town that would feed us and give us shelter. It was only later that I realised that I was now a refugee.

①



14. We arrived at the camp the following evening. As we walked through the town, the local people stared at us; they were not pleased to see us, some children even threw stones and jeered. We walked with our heads down feeling ashamed, hoping they would not send us on again. They told us the camp was full, but they would find room for us. The group I arrived with spread out looking for family and friends. I was on my own again, I knew no one and could trust no one.
15. I was put together with a family who said that I could shelter in their tent if I helped look after their young children. I didn't talk to anyone, my mind and body were numb. I looked after the children but I didn't play with them. They weren't allowed to touch my pack of cards. It's all I have left. I kept hearing different rumours about what had happened and what was going to be done with us, I didn't know what was true or not anymore. Part of me felt like I didn't care. There was a lot of violence in the camp and a lot of people were ill. I stayed in the tent and only went out when I had to.
16. Last week I had a home, I had parents who loved me, brothers, grandparents, aunts and uncles and cousins, I did well in school and I had friends. I knew the land around me, and most of the people in my village, now all of that has disappeared. I am a 'refugee'. I am on my own, in a strange place, where people speak another language. I am searching for my family but no one has seen any of them. I don't know what will happen to me. I don't know if I will ever see my family or my home again.
17. I have been in this camp for two months now. I am sure that all of my family were killed the day my father was murdered. I have no reason to go home now. I have met some people who have told me that they can help me.
18. One man told me that he could find me a job in another country where I could make a lot of money. He said he wanted to help me and that he could lend me the money to go there. I would only need to pay him back after I make some money. Maybe this is my chance for a new beginning. My dream is to play cards again, somewhere where I'm not a stranger, somewhere I belong.



## ② The 'Quest' Game<sup>14</sup>



### Aims

- To introduce young people to some of the many obstacles asylum seekers face.
- To encourage young people to empathise with asylum seekers.



**Time** 45 minutes to 1 hour



### Materials

- Board or flip chart.
- Photocopies of the 'Quest' Game board.
- Photocopies of the 'Quest' chance cards. Cut the cards up and mark them on the back with '?' or '!'.
- Photocopies of the basic rules.
- Dice (1 per game).
- Pieces – beans or buttons (2 per player)



### Method

1. Introduce the activity by asking the participants if they know what an asylum seeker is. Ask them if they can think of reasons why people become asylum seekers. Write some of the reasons on the right side of the board.
2. Ask the participants if they can name any countries people leave to seek asylum in this country. Write some of these countries on the left side of the board from the reasons. Then see if they can connect them to the reasons you have already written on the board.
3. Ask if they think it is easy to become an asylum seeker? What problems may asylum seekers face trying to find another country to live in?
4. Divide the class into groups of four. Explain that they are all going to play a game based on the game of 'Ludo' or 'Parcheesi'.
5. Each group of four should have their own board, one die, a set of chance cards - '?' cards and '!' cards, and 8 pieces (4 sets of 2). Tell each student that they will represent two asylum seekers from one part of the world (e.g. West Africa). Their aim is to get their two people to the destination country before the others.
6. They will face challenges along the way. Every time they land on a square with a question mark they will have to pick up a '?' card. On the final stage of the game they will pick up '!' cards. Each card will be something that real asylum seekers face in their pursuit of a better life.
7. Let the participants play.

## ②



### **Debrief and evaluation**

Start by asking the participants how they found the game. How easy was it to get to the country of refuge? Did the 'quest' cards seem fair?

Inviting the group to reflect upon what they can do to support refugees or immigrants in their own town or, more generally, what kind of support they need to integrate into their new society.

Ask the following questions:

- What happens if a refugee seeks asylum in your country?
- Do you know what they have to do?
- Where do refugees in your country come from?
- Why are they refugees?
- Do you think that only people with money should be allowed to enter your country?

### **Tips to the facilitator**

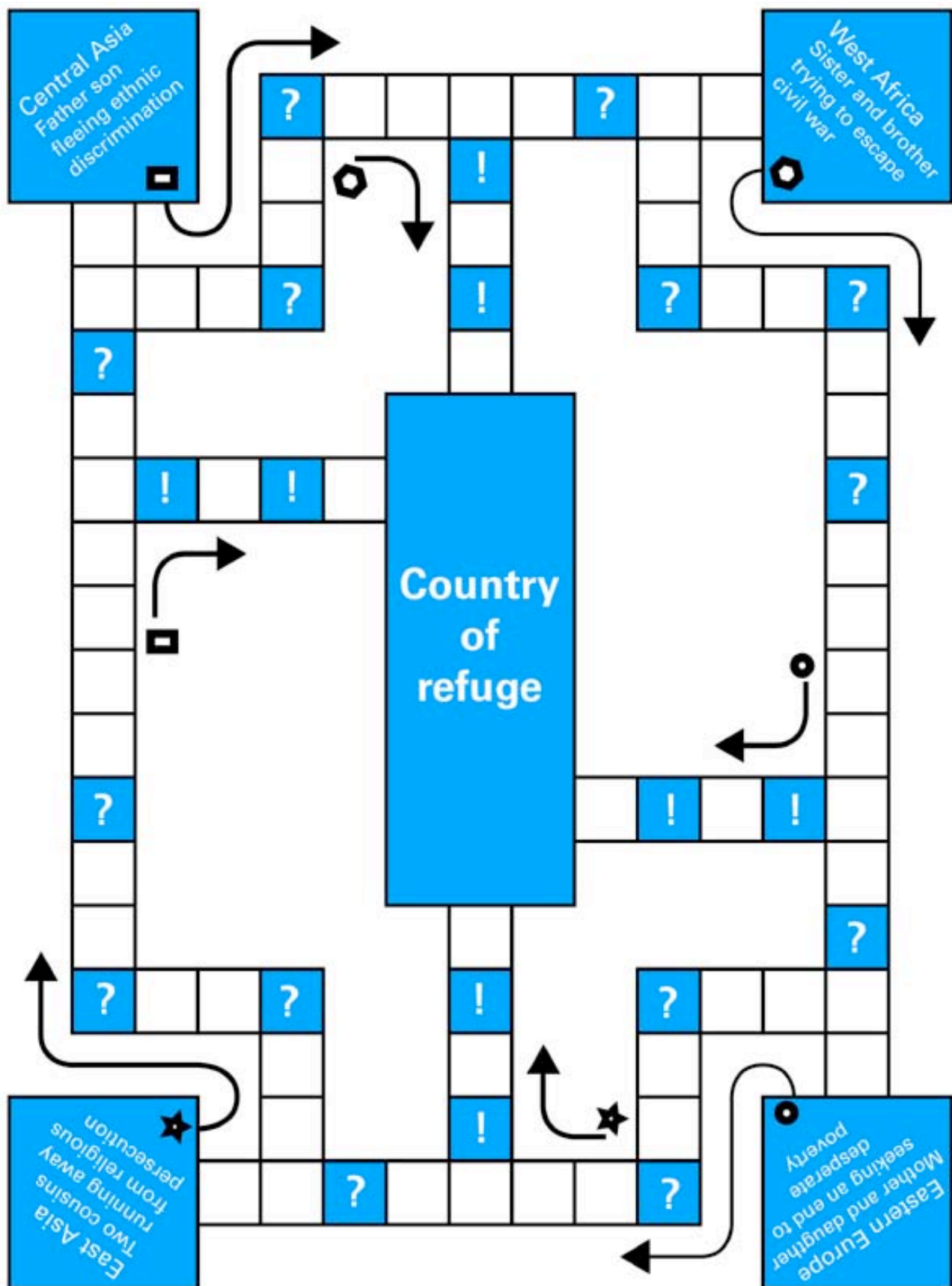
Try and get some local figures on refugees in your area – there is a lot of information and statistics on refugees, on the UNHCR web side, [www.unhcr.ch](http://www.unhcr.ch)



### **Follow up**

- Read the Reality check story: 'Behind bars.'
- Invite a refugee or immigrant to your class. Ask them to tell the group about their country of origin and why they had to leave. How did they travel and what happened to them along the way? What was life like for them when they arrived in this country? Find out from them what would have helped them when first arriving in the country. After this interview work on developing ideas and practical action that the group could take to support immigrants locally.

## Beliefs and Origin



## ②

### Challenge cards for 'Quest' Game

#### ? Question Cards

<b>? You are sad to leave your family and friends and are worried about the journey ahead. Take one step back.</b>	<b>? Border guards ask for a bribe. You have no money. Go back one step.</b>	<b>? An old neighbour recognises you at the refugee camp. He introduces you to useful people. Go forward one step.</b>
<b>? A 'smuggler' offers to help you get to your destination country quickly. Go forward one step.</b>	<b>? A 'smuggler' takes your money, puts you in a lorry with fifty others. The lorry is abandoned after two days. Go back four steps.</b>	<b>? A 'trafficker' sells you into bonded labour. Go back four steps.</b>
<b>? You are robbed. All your money and possessions are stolen. Go back three steps.</b>	<b>? You save a child's life and become a local hero. You are offered help with your quest for asylum. Go forward three steps.</b>	<b>? The relative you are with is very ill, you have to get help. Go back one step.</b>
<b>? You try to enter another country by hiding under a train. You are thrown off and badly injured. Go back three steps.</b>	<b>? You find out that your grandfather, back home, has died. You feel very upset. Go back one step.</b>	<b>? You manage to find someone who will give you some food and shelter in exchange for work. Go forward one step.</b>
<b>? You are shouted at and stoned by local people who don't want strangers around. Go back one step.</b>	<b>? All your possessions were stolen while you were asleep. Go back three steps.</b>	<b>? A lorry driver agrees to smuggle you in to the asylum country, if you give him all your money. Go straight to the asylum country path.</b>

## Beliefs and Origin



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### ! Cards

! Your application for asylum is held up because you have no identification papers. Go back two steps.	! You have been arrested and have been told that you will be deported as soon as possible. Go back six steps!	! You have made friends with some local people who want to help you. Take one step forward.
! The political situation is making everyone suspicious of asylum seekers. Go back two steps.	! You are beginning to learn the language of your country of refuge. Take one step forward.	! You have been wrongly accused of stealing. Take two steps back.
! The law regarding asylum seekers has just changed. You now have less chance of becoming a citizen of your chosen country. Go back two steps.	! You have been invited to talk about your experiences at the local school. Everyone is very kind to you. Go forward one step.	! Your application has been accepted. You are now a citizen of your new country! Go straight to the citizen triangle.

### 'Quest' Game Rules:

**No. of players:** 2, 3 or 4.

**What you need:** Game board (photocopy), 2 pieces each, 1 dice, cards '?' and '!'.

**How to win:** First person to get both pieces in the 'citizen' triangle wins.

#### How to play:

1. Place your 'asylum seeker' pieces in their country of origin.
2. Start with the oldest player and move clockwise.
3. Throw a six to move an asylum seeker to the beginning of their 'Quest'.
4. Throw the dice once per turn, move the asylum seeker that number of squares.
5. If you land on a square with a ? or a ! pick up a card from the right pile.
6. Follow the instructions, and then place the card at the bottom of the pile.
7. If you land on another person's asylum seeker say 'overcrowding' and send them back to their country of origin.
8. If your own asylum seeker lands on your other asylum seeker it forms a 'road block' and no one can go past until you move.
9. After you have been round the board enter the asylum country path.
10. To reach the 'citizen' triangle you must throw the exact number.

**You have a long and difficult journey ahead of you. Good luck!**



# Beliefs and Origin



## ③ I believe, you believe<sup>15</sup>



### Aims

- Familiarise the participants with the number and variety of existing religions.
- Look at the similarities and differences between some of them.



### Materials

- Large sheets of paper and pens;
- table “Major Religions of the World” ranked by number of believers;
- blank form ‘Major Religions of the World’;
- info sheet on some of the major world religions.



**Time** 45 minutes to 1 hour



### Method

1. Introduce the activity to the participants. Ask them whether they think they know much about religion. How many religions do they know about, from major ones to smaller sects or local beliefs?
2. Ask them to think about ‘religions’ and try to identify as many as they can.
3. After five minutes ask them what they have come up with. Write their answers on a board or flipchart. Look at the sheet ‘Major Religions of the World’ ranked by number of believers. How many of them did the class identify? Which ones had they never heard of?
4. Ask the class which religions they think are the best known.
5. Divide the participants into groups of mixed religious backgrounds, as far as possible. Explain that you now want them to work together to try and fill in as much information as possible on one religion. Hand out the forms.
6. After fifteen minutes ask them to stop. Did they find the task easier or more difficult than they had expected? Why?
7. Go through their answers. What are the major differences between the religions? Were there many similarities? Did this surprise them?



### Debriefing and evaluation

- Initiate a group discussion on what a religion is.
- Are all beliefs religious? What else do people hold strong opinions on?
- Ask the participants how they feel about people in their community who have different religious backgrounds. What do they appreciate in their beliefs or behaviour?



### Follow-up

Ask the participants to work in groups to research in more depth one religion or belief per group. They could borrow ideas from the form they used in class, and add to it. Get the participants to present their findings to the class on a large poster or wall display. If there are many different beliefs represented in the class you may allow the participants to research and present their own. They should be encouraged to feel proud of their own background and beliefs.

## Beliefs and Origin

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### Religions of the World –Information sheet

Fill in as much as you can on your chosen religion or belief:

1	Name of religion:
2	Main beliefs:
3	Holidays:
4	Holy places:
5	Place of worship:
6	Special diet:
7	Holy book:
8	Countries where this religion is practiced:
9	How old is this religion?
10	Any other information:

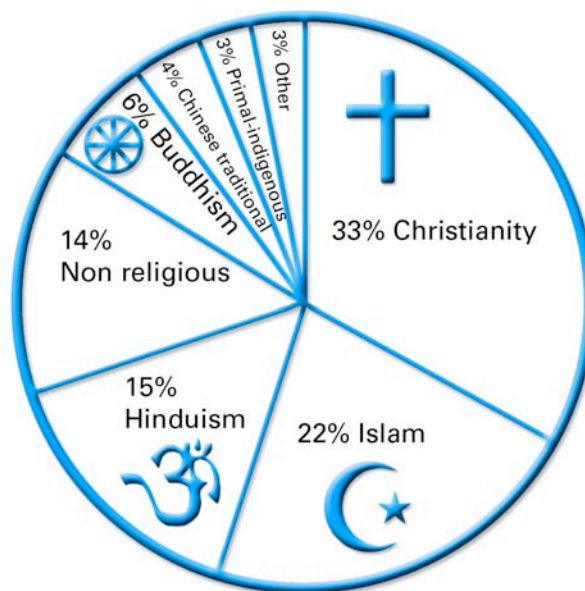
## Beliefs and Origin



### Major Religions of the World Ranked by number of believers<sup>16</sup>



1. Christianity: 2 billion
2. Islam: 1.3 billion
3. Hinduism: 900 million
4. Secular/Non religious/Agnostic/Atheist: 850 million
5. Buddhism: 360 million
6. Chinese traditional religion: 225 million
7. Primal-indigenous: 150 million
8. African Traditional & Diasporic: 95 million
9. Sikhism: 23 million
10. Juche: 19 million
11. Spiritism: 14 million
12. Judaism: 14 million
13. Baha'i: 6 million
14. Jainism: 4 million
15. Shinto: 4 million
16. Cao Dai: 3 million
17. Tenrikyo: 2.4 million
18. Neo-Paganism: 1 million
19. Unitarian-Universalism: 800 thousand
20. Rastafarianism: 700 thousand
21. Scientology: 600 thousand
22. Zoroastrianism: 150 thousand



Christianity: including Catholic, Protestant, Eastern Orthodox, Pentecostal, AICs, Latter-day Saints, Jehovah's Witnesses, nominal, etc.  
Non Religious: including 'none', agnostics, secular humanists, atheists, etc.

(Sizes shown are **approximate estimates**, and are here mainly for the purpose of ordering the groups, not providing a definitive number. This list is sociological/statistical in perspective.)

## 4 Cross Culture Trail<sup>17</sup>



### Aims

- To enable participants to identify the influences different cultures have had in their own society.
- To encourage participants to value these influences.



### Materials

- Large sheets of paper.
- Pens of different colours.
- Magazines, photographs and illustrations.



### Time

- Session 1. Part 1 –  
Class work: 15 minutes
- Session 1. Part 2 –  
Homework: 1 to 2 hours research
- Session 2. Part 3 –  
Class work: 45 minutes to 1 hour  
for presentations and debriefing



### Method

#### Session 1. Part 1 - Class work

1. Divide the participants into groups of maximum six people.
2. Tell each group that they are detectives on a voyage of discovery. They are going to explore their local environment to look for 'footprints' of cultures.
3. Get each group to choose a culture that has a long history and defined cultural values, such as Chinese, Arab, Indian, Tribal African.
4. Explore some of the areas where people might look for 'footprints':
  - Gastronomy: available food and spices; particular food and restaurants.
  - Garments and fashion: influences that we have adopted in our style of clothing.
  - Music and events: what kind of music is available and how often do you hear it and where? Are there any events where people have the opportunity to sample cultural diversity?
  - Architecture and home furnishing: what influence can be found in our homes and gardens?
  - Mass media and art: look at television programmes, literature and art.
  - Philosophies and life styles: are there any remedies and practices in your community, such as alternative healing, dance or martial arts, that stem from specific beliefs?
  - Language: what words and sayings have been introduced into our daily lives?

#### Session 1. Part 2 - Homework

Ask each group to collect information over the next week. They must try and find as many examples as possible. They can look through books, old magazines and TV listings; they can collect posters and advertisements, or gather examples of beliefs and cultural heritage in our society.

## 4

### Session 2. Part 3 - Class work

1. Give the participants a large sheet of paper. Ask them to cut it into pieces, one for each subject they want to talk about. Using different coloured pens get them to write in their findings and glue any pictures or examples they have found.
2. Ask each group to present their research and findings.



### Debriefing and evaluation

The presentations should end with a discussion. In order to facilitate the evaluation you could ask the following questions:

- Were there any major surprises?
- Is it significant that there are so many 'footprints' of different cultures in our society?
- Did they detect any patterns or trends in the 'footprints'?
- Did they find that some cultures have a stronger influence than others? Why has that happened?
- Is it important for us to know more about other beliefs and cultures? Why?



### Follow-up

- Organise a fund raising event with an intercultural flavour. Invite parents and people in the local community to take part in the event. Encourage them to wear their national dress and to bring a local dish.
- Invite the participants to read from reality check: 'Proud of two cultures'



# Beliefs and Origin



## 5 Dear Friend...<sup>18</sup>



### Aims

- Encourage children to express their views and feelings
- Promote empathy and understanding of other people's opinions or beliefs
- Encourage participation by members of the group who find it hard to speak in front of others
- Start discussions about mutual respect



### Materials

- Six letters from children
- Paper and pens
- Small pieces of paper
- Support Material, letters to the editor media sheet



**Time** 45 minutes to 1 hour



### Methods

1. Read the letters. Discuss the opinions held in these letters. Was any of the information surprising? Are the people who wrote the letters different from what they would have imagined Buddhists, Hindus etc. to be?
2. Give out copies of the letters to the class, one per participant.
3. Tell the participants to imagine that the letter was written to them and that the person who wrote the letter is their new penpal.
4. They should then write a letter from themselves to their new 'penpal'. They should try to answer any questions raised and talk about their own beliefs. They can also ask more detailed questions about their penpal's beliefs.
5. Give the participants 15 to 20 minutes to write their letters.
6. Ask for volunteers to read out their own letters.
7. See if any other members of the class can answer the questions they raise.



### Debriefing and evaluation

Start the discussion by asking the participants if they learned anything from reading other people's letters?

How easy was it to answer the letters?

Did they have enough time or did they feel they had more to say?

Continue the discussion about the issues, which were raised in the letters.

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### Follow-up

- Get the participants to look through a number of recent newspapers and find an article that is expressing someone's belief that they wish to comment on. They can either agree or disagree but they must have a strong position and it can be on any subject.
- Now get them to write a letter following the guidelines given in the media sheet. The letter can be to the editor of the newspaper or the appropriate authorities or even politicians.
- Remind the participants that it is only by making your views known that you can help make changes.
- Try to arrange a real exchange of letters with young people of different faiths. This may be with another school in your area, or even in another country if possible. It could be done as a whole class activity if you prefer, with posters of information on beliefs held by your class. Include photographs and drawings.

Dear Friend,

Hi, I'm Sayeed Guma. That means Happy Moon in Arabic! No comments please... I'm 13. I have three brothers and one sister. They're all older than me so I get spoilt! Just kidding, it's like having six parents! Do you have any bossy brothers or sisters?

I'm Muslim and I go to an Islamic school. It's quite strict but I don't get into trouble – often! We study all subjects but my favourite is maths. I love football and play for the school team. I suppose one of the main differences between our school and non-Muslim schools is that we pray three times a day. We pray twice a day at home as well. I enjoy prayer time, it helps me think, and I like the fact that everyone prays together – we're like a team. Is your religion like that? I study the Quran and sometimes we write out sayings for art. Arabic is amazing, it really is a work of art. Pretty cool! Do you know any Arabic? I'll teach you some if you like.

We learn about other religions too, especially Judaism and Christianity because we share some of the same messages. In fact we believe that Abraham, Moses, David and Jesus were messengers of Allah (God). Islam teaches us lots of things. We're taught to respect our parents and to help people. Do you believe in these things too? I get annoyed when people make out that all Muslims are bad people or terrorists. I don't know anyone like that. My Dad tells me that I shouldn't get angry. It happens because people don't understand us. I hope you don't think like that. Don't lose this letter. I want to know all about you and what you believe in.

Bye for now,  
Sayeed Guma



Dear Friend,

My name's Ravi, I'm fourteen and a half. I'm the only boy in my family – I have three older sisters. If I had been a girl I think my parents would have had another baby. My sisters complain that I'm spoilt but boys are important in our culture. I didn't decide that, it's just the way it is. Isn't it?

I'm Hindu and my religion is one of the oldest in the world. We believe in many Gods, the most important are Brahma, who made the universe, Vishnu, who looks after it, Shiva, the destroyer and his wife who has many names. We believe that animals have souls as well as people. That's why most Hindus are vegetarians. I don't dislike people who eat meat. I just don't want to do it myself. What do you think?

Our religion is important to the whole family and when we celebrate our festivals the whole family comes together. We have loads of fun, especially with my crazy cousins! What are your favourite festivals? Do you always get together with your family? Please write to me. I really want to know all about you and what you believe in. Write soon.  
Your friend Ravi



## Beliefs and Origin



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Hello there,

My name is Rita and I'm Jewish. I'm thirteen years old and I have a younger brother, his name is No! Not really but that's all he says... my best friend is Jewish too. Our families have known each other forever and we all belong to the same synagogue. We celebrate festivals together as well. It's like having a sister, no it's better because we actually like each other! Do you have a best friend like that?



The Jewish community is very strong around here. We always help each other out and if anyone is having a hard time, like when Mrs T. had to go into hospital, people took it in turns to look after the children. I think I'm probably not the best person to ask for details about the Jewish faith. I'm the despair of our religious studies classes. What I lack in knowledge I make up for in the spirit of things though. I think being Jewish means that you want to help others, particularly those within the faith who are less fortunate than us. I don't think I have to go to the Synagogue all the time to be a good Jew. What do you think? Please write to me. I really want to know all about you and what you believe in. Write soon.

Your friend Rita

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Dear Friend,

I'm Tenba. I'm sixteen. I have a younger brother but my older sister died when I was six. I cried a lot until my mum explained that Tenzing had been very ill and she would be re-born as a healthy baby. We're Buddhists and our faith is our life. Everyone I know is a Buddhist. Just after Tenzing died I became a monk. Lots of my mates became monks too. We stayed at a monastery not far from home. It was like a boarding school. We learned to read and write and how to be good Buddhists. Are you a Buddhist?



I'm not a monk now. I left the monastery to continue my studies elsewhere. I still meet up with my friends. I play in a band with them. I'm lead vocals...I don't think we're too bad but my brother tells me I'm an embarrassment! I'm very happy with my life. Buddhists believe that health, wealth and companionship are three factors for happiness but if you're not content with your lot in life (whatever that is) then you won't be happy. Well I have health and lots of friends and I'm happy! What makes you happy?

I want to enjoy my life and help others. I truly believe that if I live a good life I will be reborn a better person. That's not the only reason that I want to become a doctor though. Helping others makes me feel good. What do you want to do with your life? Please write to me. I really want to know all about you and what you believe in.

From Tenba

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Dear Friend,

I'm Sophie and I'm fifteen. I'm an only child, that means that I get plenty of attention from my parents, but sometimes I wish I had someone else my age to talk to! Do you have brothers and sisters? I have plenty of friends at school though and I'm an active member of my local church. I help out with the little ones at Sunday School and I belong to the Youth Group. We talk about the Bible, we also talk about world events and stuff like that. I really enjoy it. Do you belong to a group like that? What do you like to talk about?



I don't think that many people at my school really have much of a clue about Christianity. Some of them say that they're Christians but they never go to church and they don't behave like Christians. I believe Jesus Christ is the Son of God and he gave his life for us. He said that we should treat other people in the way that we would like to be treated. I don't think most people do that. They don't even think about it. I don't think you have to be religious to be a good person though. My father says that he's not sure what he believes in and he's the kindest person I know. He'll help anyone.

Please write to me. I really want to know all about you and what you believe in. Hope to hear from you soon.  
Sophie

---

Hi there,

My name's Nick, I'm 14 and I'm a witch! Does that make me sound like a character from Harry Potter? Well that's fiction and I'm real. It's not a joke either. I believe that the earth is alive and that we have a special connection with it and with spirits. My mum has been a Pagan for 16 years. She didn't particularly want me to follow her into the faith. She wanted me to make my own mind up. I think that's cool, don't you? Do your parents expect you to have the same beliefs as them?



I think that there are more similarities between religions than differences, don't you? It's just the way that we practice our beliefs that is different. Unfortunately people get the wrong idea about Paganism. Think that it's evil but it's really all about doing good. We respect all religions. Why can't others respect ours? I don't tell people about my faith. The only people that know about it are my closest friends and they accept me for who I am. Do you talk to people about who you are?

Being a Pagan means that I'm always aware of the environment. I've dedicated myself to the earth, to the people in it, the animals and the trees and everything. It's all a part of my life, just as I'm a part of nature. Please write to me. I really want to know all about you and what you believe in.

Nick



### ⑥ Sport Unites, Racism Divides<sup>19</sup>



#### Aims

- To explore the issue of racism within a sporting context.
- To promote participation in an anti-racist campaign.



#### Materials

- Copies of “What is FARE?”;
- UEFA 10 point action plan.
- A number of sport magazines football, ice hockey etc.
- Large sheets of paper, pens of different colours.



**Time** 45 minutes to 1 hour



#### Method

1. Start by asking the participants who enjoys and follows a team sport.
2. Divide the class into groups so that there are keen sport players and supporters in each group.
3. Give each group a copy of the following questions and ask to discuss them.
  - What do you like about this team sport? What do you dislike?
  - What team do you support? Who are the best players?
  - Have you followed a major sporting event? What do you think about it?

If the participants play in a team:

- What do you like about playing the game?
- How do you treat your team mates? How do you like to be treated by other teams and supporters?
- Have you ever witnessed any racist behaviour in or around the game?

4. Distribute copies of “What is FARE?” and the real-life story “A sporting chance - Tackling racism in football”, to be found at the end of this activity.
5. Tell each group that you want them to produce an anti-racist poster or a banner that could be used at their local club. Tell the participants to keep it simple: the poster needs to be visually appealing, with a strong headline and a simple message. They can draw pictures or cut photographs from magazines to illustrate the poster or banner. Allow 40 minutes to complete.
6. Present the posters and banners to the class.



#### Debriefing and evaluation

Start by asking the participants what they thought of this activity.

- Were they aware of racism in the sporting world?
- Do they know of any example in other sports?
- Have they ever discussed racism within their community?
- Have they ever been subjected to racism? How does it feel?
- What benefits are there in combating racism through a sport such as football?



### Follow-up

- Read from reality check 'A sporting chance'
- If you are in Europe send your posters to FARE. They run an annual campaign and invite young people to send their ideas for anti-racist posters, flyers, fanzine, banners, fan choreography or community events. FARE will provide an average of 400€ for chosen local initiatives. Some 50 projects will be supported.
- For more information look at the FARE web site: [www.farenet.org](http://www.farenet.org)
- Send copies of UEFA's 10 point plan (below) along with a copy of your poster to your local football club.

### UEFA Ten Point Plan:

UEFA supports this ten-point plan of action to fight the evil of racism in football:

1. Issue a statement saying the club will not tolerate racism, spell out action to be taken against anyone engaged in racist chanting. Print the statement in all match programmes, display it permanently and prominently around the ground.
2. Make public address announcements condemning racist chanting at matches.
3. Make it a condition for season-ticket holders that they do not take part in racist abuse.
4. Take action to prevent the sale of racist literature inside and around the ground.
5. Take disciplinary action against players who engage in racial abuse.
6. Contact other clubs to make sure they understand the club's policy on racism.
7. Encourage a common strategy between stewards and police for dealing with racist abuse.
8. Remove all racist graffiti from the ground as a matter of urgency.
9. Adopt an equal opportunities' policy in relation to employment and service provision.
10. Work with all other groups and agencies, such as the players union, supporters, schools, voluntary organisations, youth clubs, sponsors, local authorities, local businesses and police, to develop pro-active programmes and make progress to raise awareness of campaigning to eliminate racial abuse and discrimination.

#### WHAT IS FARE?

##### **Football Against Racism in Europe**

In February 1999, a meeting was held in Vienna to develop a common strategy and policy against racism and xenophobia. Out of this emerged Football against Racism in Europe (FARE) - a network of organisations from 13 European countries - and a plan of action.

“FARE believe the colour of a player or fan and from where he or she originates does not matter. Unfortunately, there are still incidents of racism at all levels of the game. These can take the form of abuse directed at a 'foreign' player or the mass 'monkey' chants of so-called supporters. Such behaviour, on and off the field, is unacceptable and unwanted by the majority of fans and players. Football is the biggest sport in the world and belongs to us all. It should be the right of every person to play, watch and discuss it freely, without fear.”



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#### **FARE commits itself to:**

- Challenging all forms of racist behaviour in stadiums and within clubs by making our voice(s) heard;
- Include ethnic minorities and migrants within our organisation and partner organisations;
- Working together with all organisations willing to tackle the problem of racism in football.

#### **FARE calls upon football governing bodies and clubs to:**

- Recognise the problem of racism in football;
- Adopt, publish and enact anti-racist policy;
- Make full use of football to bring people together from different communities and cultures;
- Establish a partnership with other organisations committed to kicking racism out of football.

## Further information

### **UN High Commissioner for Refugees** <http://www.unhcr.ch>

This is a UN agency, whose primary purpose is to safeguard the rights and well-being of refugees. It is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide.

### **Refugees International** <http://www.refugeesinternational.org>

Refugees International is a humanitarian organisation based in Washington. It generates lifesaving assistance and protection for displaced people around the world, and works to end the conditions that create displacement.

### **Human Rights Watch** <http://www.hrw.org>

This is the largest human rights organisation based in the United States. It conducts investigations into human rights violations in all regions of the world and publishes its findings in dozens of books and reports every year.

### **Campaign against racism & fascism (CARF)** <http://www.carf.demon.co.uk>

CARF is Britain's only independent anti-racist magazine, documenting resistance by various groups and organisations against racism. The articles available on this website are just a small sample of what's in the CARF magazine, which is published bimonthly in the UK.

### **Statewatch** <http://www.statewatch.org>

The Statewatch online database monitors the state of civil liberties in the UK and Europe.

### **Electronic Immigration Network** <http://www.ein.org.uk>

Electronic Immigration Network (EIN) aims to link major information providers with workers and practitioners dealing with issues such as immigration, refugee and nationality law and practice in the United Kingdom.

### **Commission for Racial Equality** <http://www.cre.gov.uk>

The Commission for Racial Equality is a non-governmental body. It works for a just society which gives everyone an equal chance to learn, work and live free from discrimination, prejudice and racism.

### **Migrant Media** <http://www.migrantmedia.com>

Migrant Media have produced a number of videos exploring the experiences of black and migrant communities in Britain and Europe. They are an independent media training centre and production company set up in 1989 and run by people from migrant backgrounds.

### **RomNews Society** <http://www.romnews.com>

Excellent website on Roma issues around Europe.

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### **Noborder network** <http://www.noborder.org>

This network enables many grass-roots groups to co-ordinate actions, exchange information and discuss about migration and borders.

### **United** <http://www.unitedagainstracism.org>

This is coalition of more than 500 organisations from 49 European countries working together for the rights of refugees and migrants, and for an end to racism, nationalism and discrimination.

### **Football Unites, Racism divides** [www.furd.org](http://www.furd.org)

Football Unites aims to ensure that those who play or watch football can do so without fear of racial abuse and harassment, and to increase the participation of people from ethnic minorities in football.

### **The FARE network** <http://www.farenet.org>

FARE is committed to fighting racism and xenophobia in football across Europe. Through co-ordinated action and common effort, at local and national level, the network intends to bring together all those interested in combating discrimination in football.

### **Adherents.com** <http://www.adherents.com>

This is a growing collection of over 41,000 adherence statistics and citations, references to published membership and congregation statistics for over 4,200 religions, churches, denominations, religious bodies, faith groups, tribes, cultures and movements.

### **Interfaith Calendar** <http://www.interfaithcalendar.org>

Important dates for world religions and links to world religion resources.

### **Internet sites for children on different religions:**

Hinduism

<http://www.hindukids.org/>

[http://www.buddhanet.net/mag\\_kids.htm](http://www.buddhanet.net/mag_kids.htm)

Christianity

<http://www.kids4christ.freesevice.co.uk/>

Judaism

<http://www.kidsdomain.com/holiday/chanukah/>

<http://www.akhlah.com/>

Islam

<http://www.hitchams.suffolk.sch.uk/mosque/default.htm>

<http://www.holidays.net/ramadan/>

Sikhism

<http://atschool.eduweb.co.uk/carolrb/sikhism/sikhism1.html>



<b>Agnostic</b>	Somebody who believes that it is impossible to know whether or not God exists.
<b>Asylum-seeker</b>	A person who wants to be accepted as a refugee, but who is still at the stage of having his or her application considered. During the asylum procedure immigration departments have to determine whether the asylum-seeker's situation falls within the definition of refugee and whether or not s/he meets all the criteria. For instance, they have to show a well founded fear of persecution and that they have not committed any serious (non political) crimes, crimes against humanity or war crimes. The main rights that asylum-seekers have are the right to have their application fairly considered and the right to remain in the country where asylum is requested until the application is reviewed.
<b>Atheist</b>	Somebody who does not believe in God or deities.
<b>Belief</b>	<ol style="list-style-type: none"> <li>1. Acceptance by the mind that something is true or real, often underpinned by an emotional or spiritual sense of certainty.</li> <li>2. Confidence that somebody or something is good or will be effective.</li> <li>3. A statement, principle or doctrine that a person or group accepts as true.</li> <li>4. An opinion, especially a firm and considered one.</li> <li>5. Religious faith.</li> </ol>
<b>Buddhism</b>	One of the major religions of the world. Buddhism is based on the ideas of a South Asian prince who became known as Buddha. He taught that by destroying greed, hatred and illusion, which are the causes of all suffering, man can attain perfect happiness.
<b>Christianity</b>	<p>The central figure in Christianity is Jesus (or Christ), a Jew who came into this world by immaculate conception to a virgin named Mary. His birth is celebrated at Christmas with hymns and gift giving. This man was not only man, but also the son of God and lived his life without sin.</p> <p>During his lifetime, Jesus performed many miracles and spoke to many people about his father in heaven. He was arrested for claiming to be God's son and was hung on the cross by the Romans at age 33. Christians believe that the suffering and death upon the cross which this sinless man endured paid for the sins of all mankind, and because of Jesus' actions, salvation can be achieved by anyone who believes in him. This act of sacrifice is remembered during Lent.</p> <p>Christians believe that God watches over them and wants them to be good. The Christian holy book is the Bible.</p>
<b>Coalition</b>	<ol style="list-style-type: none"> <li>1. A temporary union between two or more groups, especially political parties.</li> <li>2. The merging of things into one body or mass.</li> </ol>
<b>Ethnic</b>	<ol style="list-style-type: none"> <li>1. Relating to a group or groups in society with distinctive cultural traits.</li> <li>2. Belonging to a particular group by descent or culture rather than by nationality.</li> <li>3. Belonging to or typical of the traditional culture of a social group.</li> </ol>

## Beliefs and Origin



<b>Hinduism</b>	The dominant religion of India, characterised by the worship of many gods, the main one being Brahman. Hinduism is based on the concept that human and animal spirits reincarnate, or come back to earth to live many times in different forms. The belief that souls move up and down an infinite hierarchy depending on the behaviors they practiced in their life is visible in many of the Hindu societal policies. The caste system survives and charity towards others is unheard of because each individual deserves to be in the social class they were born in. A person is born into the highest class because they behaved well in a past life, and a person is born into poverty and shame because of misbehaviors in a past life.
<b>Immigrant</b>	Somebody who has come to a country and settled there.
<b>Internally Displaced Persons</b>	(IDP's) People who have had to flee their homes but have remained in their country of origin. Unlike refugees, they are not protected by international law nor are they eligible to receive many types of aid.
<b>Islam</b>	One of the major religions of the world. Its followers are called Muslims. They obey the laws of God, who is called Allah. A man named Muhammad taught Allah's laws. These were written down in the Muslim holy book the Qur'an. It is the scripture of Islam, written by <b>Muhammad</b> and his disciples as dictated by the Angel Gabriel. It alone is infallible and without error. The Qur'an is comprised of 114 <b>surahs</b> , or chapters, arranged from longest to shortest. For Muslims, the Qur'an is the word of God, and he carrier of the revelation of Muhammad, the last and most perfect of God's messengers to mankind.
<b>Judaism</b>	Judaism is a monotheistic religion which believes that the world was created by a single, all-knowing divinity, and that all things within that world were designed to have meaning and purpose as part of a divine order. According to the teachings of Judaism, God's will for human behaviour was revealed to Moses and the Israelites at Mount Saini. The Torah, or commandments, which regulate how humans are to live their lives, were a gift from God so that they might live in according to His will. Followers of Judaism are called Jews and they worship God in a building called the synagogue. The Jewish holy day, or Shabbat, is from sunset on Friday to sunset on Saturday.
<b>Pagan</b>	<ol style="list-style-type: none"> <li>1. Somebody who does not follow any of the world's main religions, especially somebody who is not a Christian, Muslim, or Jew, and whose religion is regarded as questionable (sometimes considered offensive).</li> <li>2. A follower of an ancient polytheistic or pantheistic religion.</li> <li>3. Somebody who has no religion (disapproving).</li> </ol>
<b>Racism</b>	<ol style="list-style-type: none"> <li>1. Prejudice or animosity against people who belong to other races.</li> <li>2. The belief that people of different races have different qualities and abilities, and that some races are inherently superior or inferior.</li> </ol>
<b>Refugee</b>	Somebody who is seeking or taking refuge, especially from war or persecution, by going to a foreign country (often used before a noun).
<b>Xenophile</b>	Somebody who likes foreign people, their customs and culture, or foreign things.
<b>Xenophobia</b>	An intense fear or dislike of foreign people, their customs and culture, or foreign things.

# Beliefs and Origin

## Endnotes



<sup>1</sup> 'Young Voices' Opinion Survey of 9 to 17 year olds in Europe and Central Asia, UNICEF 2001

<sup>2</sup> Policy report on children and young people in Norway, Ministry of Children and Family Affairs, 2001

<sup>3</sup> Second annual report on international religious freedom. U.S. State Department 2002

<sup>4</sup> Chairman of the OSCE, 1997

<sup>5</sup> Special Rapporteur on Religious Intolerance.

<sup>6</sup> Based on a story written for 'Children's Express', a programme of learning through journalism for 8 to 18-year-olds in the UK.

<sup>7</sup> Based on a story by Amnesty International

<sup>8</sup> Story by Sue Maskall

<sup>9</sup> This photograph is not of Selwa.

<sup>10</sup> Based on a report by Jack Chang for the Contra Costa Times, USA

<sup>11</sup> Based on an article on BBC News Online

<sup>12</sup> Based on an article by Lucie McClean, BBC News Online

<sup>13</sup> Activity by Gelise McCullough and Sue Maskall

<sup>14</sup> Activity by Sue Maskall, board designed by Gelise McCullough

<sup>15</sup> Activity by Gelise McCullough and Sue Maskall

<sup>16</sup> Further details and sources are available in the [Adherents.com](http://Adherents.com) main database. Last modified 6 September 2002.

<sup>17</sup> Activity by Sue Maskall and Gelise McCullough

<sup>18</sup> Activity by Sue Maskall

<sup>19</sup> Activity by Gelise McCullough and Sue Maskall

<sup>20</sup> Encarta® World English Dictionary © 1999 Microsoft Corporation. All rights reserved. Developed for Microsoft by Bloomsbury Publishing Plc. Evangelical Lutheran Synod, Evangelical Lutheran Hymnary, St. Louis, Mo: MorningStar Music Publishers 1996.

McDowell, Josh and Don Stewart, Handbook of Today's Religions. Nashville: Thomas Nelson Publishers, 1983. Twelfth printing, June 1992.

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Unit cover photo: UNICEF/HQ92-0426/Niclole Toutounji

# PHOTOSET



EXCLUSION  
Photos 1 & 2  
Captions  
Photo 3 & 4  
Captions



GENDER  
Photos 5 & 6  
Captions  
Photos 7 & 8  
Captions



DISABILITY  
Photos 9 & 10  
Captions  
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Captions



BELIEFS & ORIGIN  
Photos 13 & 14  
Captions  
Photos 15 & 16  
Captions





# Photoset

## Exclusion



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© UNICEF/HQ96-10257 Shehzad Noorani



# Photoset

## Exclusion



1

- a. Where do you think the photo was taken?
- b. Why was the baby's footprint taken?
- c. When babies are born in your country how are they identified?
- d. Are all births registered?
- e. Why are they registered?

---

A nurse in China records the footprint of a newborn on a chart just after birth, in the maternity ward of the UNICEF-assisted Union Hospital, in Beijing.  
Photographs by Roger Lemoyne UNICEF

Photograph by Roger Lemoyne UNICEF

2

- a. Where do you think the photo was taken?
- b. Who do you think the woman is?
- c. How old do you think the children are?
- d. What are they doing?
- e. Is it important? Why?

---

Assisted by a woman teacher, two pre-school girls play with building blocks at the UNICEF-assisted day care centre, in a settlement for people displaced by the recent civil unrest in the region, on the island of Mindanao, Philippines

In 1996, the Philippines, despite more than half its population living in poverty, shows significant improvements in child health care and education. Almost all children are vaccinated and attend primary school, and more than three-quarters of the population has access to health services.

Photograph by Shehzad Noorani UNICEF

# Photoset

## Introduction



© UNICEF/Lesotho/Giocomo Pirozzi



© UNICEF/HQ99-0164/Jememy Horner

# Photoset

## Exclusion



3

Thirteen-year-old Teboho Lesaoana, sent by his mother to look after his grandmother and her cattle. As a herd boy he lives alone on the mountainsides in the most remote parts of the Kingdom of Lesotho. Literacy programmes have been setup to enable herd boys to acquire literacy skills. Lessons are conducted by candlelight.

- Write a timetable of your normal school day; now imagine a timetable of Teboho's day?
- If you were Teboho, what do you think you would enjoy most and what would you find most difficult?

Photograph by Giacomo Pirozzi UNICEF

4

- Where do you think the photograph was taken?
- What do you think the children are doing?  
They are talking about the effects of violence on their lives –
- What sort of questions do you think are being asked?

In groups of two or three develop a short interview based on this situation.

---

Boys in Colombia interview each other with cardboard microphones and video cameras bearing the UNICEF logo and the name of their television station, 'TV Infantil', during the Children's Day festivities in the community of Barcelona. The television models are part of UNICEF-assisted programmes to help children who have been traumatized talk about their experiences.

Photograph by Jeremy Horner UNICEF



# Photoset

## Gender



© UNICEF/ACO2002/Gordon Weiss



© UNICEF/HQ02-0128/Susan Markisz

# Photoset

## Gender



5

This photograph was taken in Afghanistan where girls were only recently allowed back to school, the country had to put up tents to provide temporary classrooms. The girl in the photograph is taking a break from her studies to look out the window of her 'tent classroom' (provided by UNICEF for the Back to School Campaign in Afghanistan.)

- What do you think the facilities would be like in these 'tent classrooms'?
- How easy do you think it is to teach and learn in these conditions?
- What do you think they might not have that you have in your school?
- If you didn't go to school how do you think it would change your future prospects?

Photograph by Susan Markisz UNICEF

6

New York City, USA – 7 May 2002. A girl journalist records the 'Say Yes' For Children' celebrants. From 5 to 7 May 2002, nearly 400 children met for a three-day Children's Forum at United Nations Headquarters in New York City. The Forum consisted of discussions and workshops for children about issues covering health, education, special protection, HIV/AIDS and made recommendations. At their closing session, they appointed two delegates to present their conclusions, called 'A World Fit for Us',

This was the first time that children had ever addressed the UN General Assembly. The Forum was facilitated by UNICEF in collaboration with UN agencies, NGOs and children's groups.

- Imagine you are a journalist for young people in your country,
- What important issues would you want to cover?
- What would you film to illustrate these issues?
- Who would you talk to or interview?

Put together a storyboard of the short documentary film you would like to make. Make this film if you have access to a video camera.

Photograph by Susan Markisz UNICEF



# Photoset

## Gender



© UNICEF/HQ97-0092/Roger Lemoyne

7



© UNICEF/Rod Curtis

8

# Photoset

## Gender



7

- a. Where do you think this picture was taken?
- b. What is going on in the photograph?
- c. What do you think has happened to these children?
- d. What might the future hold for them?

---

A malnourished Rwandan refugee girl stands in front of a makeshift tent at an encampment at the Km. 41' site, where some of the 80,000-100,000 Rwandan refugees were situated along the road and rail lines between the north-eastern city of Kisangani and the more southern town of Ubundu.

Photographed by Roger Lemoyne UNICEF

8

Helena on the left, standing in front of her new home, a safe house in Llapllaselle Kosovo. Helena was abandoned at birth, and placed in a mental institution even though she was not disabled; she remained locked up for 15 years in terrible conditions. The experience left her traumatised and unable to speak.

- a. Do you think this could happen in your country?
- b. Who is responsible for looking after the best interests of a child in your country, when the parents are unable to look after them?
- c. Why do you think Helena was unable to speak?
- d. How would feel if something like this happened to you?

Photograph by Rod Curtis UNICEF



# Photoset

## Disability



9

© UNICEF/HQ00-0863/ Roger Lemoyne



10

© UNICEF/HQ01-0508/ Shehzad Noorani

9

- a. What do you think is happening in this photograph and why?
- b. Do you know the main diseases that children are vaccinated against?
- c. Why do you think some children do not get vaccinated?

---

A woman health worker in Afghanistan gives a needle vaccination to a toddler held by his mother, at a maternal and child health clinic. The clinic receives polio and other vaccines, as well as vitamin A capsules and other medical supplies from UNICEF.

Photograph by Roger Lemoyne UNICEF

10

- a. Where do you think this picture was taken?
- b. What do you think has happened to this boy?

---

Seated on a carpet, his hand crutches nearby, 12-year-old Abdul Malik puts on his prosthesis at home in Kabul, the capital, Afghanistan. Abdul lost his right leg in a landmine explosion when he was seven. His nine-year old brother, Mohammad Alam Khan, brought a landmine home thinking it was a toy. The mine exploded while they were playing with it, killing Mohammad and injuring Abdul. Abdul, who has four other siblings, does not go to school, he recalls the accident clearly: "It was very painful. When the doctor told my parents they would have to cut off my leg, all they could do was cry. There was nothing anyone could do.... Six months after the operation, ICRC (International Committee of the Red Cross) made me an artificial leg. It is so good that sometimes I forget that that leg is artificial."

- c. Why do you think so many children are injured and killed every year by landmines?
- d. What should be done about this?

Photographed by Shehzad Noorani UNICEF



# Photoset

## Disability



© UNICEF/HQ96-0756/Roger Lemoyne



© UNICEF/HQ96-0182/Jeremy Hartley



11

- Where do you think this picture was taken?
- Who do you think the people in the picture are?
- What do you think they are doing?
- How do you think they are feeling?

### WEST BANK AND GAZA (TERRITORIES OF)

Three girls and a boy, all blind, extend their hands to catch raindrops, standing in the patio of the School for the Visually Handicapped in Gaza City. The school receives support from the UNICEF-assisted Gaza Community Mental Health Programme.

Photographed by Roger Lemoyne UNICEF

12

- What do you think is happening in this photograph?
- Why is this woman here? What do you think she is talking about?

United States Paralympic medallist/wheelchair athlete Ann Cody (centre), wearing an Olympic Aid T-shirt, looks at one of the boys UNICEF-supplied school notebooks, in a classroom in the northern city of Balkh, Afghanistan

- Do you think Ann Cody is a good role model? Why?
- Who would be a good role model for disabled people in your country?

Photographed by Jeremy Hartley UNICEF

# Photoset

## Beliefs and Origin



13

© UNICEF/HQ94-1109/Betty Press



14

© UNICEF/Alpine Fund/ Garth Willis

# Photoset

## Belief and Origin



13

- a. Where do you think this photograph was taken?
- b. What do you think is happening?
- c. What has happened to the boy?

---

The boy with a machete scar on the back of his head, was attacked at the height of the civil conflict in Rwanda, he stands with other children outside his school. The school teaches children from both the Hutu and Tutsi ethnic groups, in an area where hundreds died in ethnic fighting.

Photograph by Betty Press

14

- a. Where do you think this was picture taken?
- b. How do you think these young people are feeling?

---

This is a picture of a group of teenagers who live in a children's home in Kyrgyzstan in Central Asia. The Alpine fund is an organisation supported by UNICEF that gives disadvantaged children of different ethnic backgrounds, the opportunity to meet the challenges of basic survival in whilst mountaineering. This helps them develop the strength of character they need to face an uncertain future.

- c. Are there any programmes like this that help young people in your country?

Photographs by Garth Willis, The Alpine Fund



# Photoset

## Beliefs and Orgins



© UNICEF/HQ99-0546/Jeremy Horner



© UNICEF/HQ98-1000/Giacomo Pirozzi

# Photoset

## Belief and Origin



15

- a. Where do you think this picture was taken?
- b. What do you think is happening in this picture?
- c. What are the children holding in their hands? Why?

---

Smiling Kosovar refugee children sit in the back of a truck that has just crossed back into the Yugoslav province of Kosovo from Albania. The children are holding UNICEF pamphlets on the dangers of landmines, which they have just received, and hand flags of the rebel Kosovo forces. In the two weeks following the end of the war, thousands of Kosovar refugees passed here on their way home.

- d. Were you surprised to find out that these children were refugees? Why?

Photograph by Jeremy Horner UNICEF

16

- a. Where do you think this picture was taken?
- b. What are the feelings expressed in this photograph?
- c. Find a quote or a poem that this photo could be used to illustrate – or write your own.

---

A widowed woman holds her newborn baby, both illuminated by a ray of sunshine streaming in the window of their house in a rural area just outside a town in Eastern Zambia.

Photograph by Giacomo Pirozzi UNICEF



FURTHER ACTION

RESEARCH TIPS

MEDIA TIPS



Kids Inclusive



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For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

unicef 

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## Further action

‘I’m against all forms of discrimination and I want to do something about it.’

### WHAT CAN I DO?’

There are lots of ways in which people like you can make a difference. Being conscious of how YOU behave towards others is the first step. You can make an effort to include people - in your social circle, your sports activities, your discussion groups – people you might have rejected before because they were ‘different’ from you. If you make this small gesture you will probably make a bigger difference than you could ever imagine.

If you want to:

- Find out more about some of the issues raised in this KIT.
- Express your feelings about the issues.
- Get other people to think about some of these issues.
- Find out about some interesting tried and tested FUNdraising ideas...  
...then read on!

**Always try to be inclusive in all your further action and fund-raising activities. Don’t exclude students who want to get involved, just because you think they may not be the best person for the job. Remember what the KIT is all about.**

### Interviews/talks:

Try to invite someone to your school, or youth group, to bring ‘alive’ the issues raised in each module of the kit. For example:

- Someone who has experienced homelessness
- A successful businesswoman
- A member of the local community who is in a wheelchair or who has another type of disability
- A former asylum seeker or immigrant
- Someone from a minority ethnic group

The aim of these talks or interviews should be to find out about someone’s firsthand experience of discrimination and how it affected them. Talking to someone is more enlightening than just reading about them, especially when you can ask them questions. Find out about their strengths. Someone who has overcome prejudice in some form has often had to draw on, or develop an inner strength. Needless-to-say each guest should be shown the utmost courtesy and respect, by everyone.



## Further action



### The Arts:

Express how you feel about the issues raised in this KIT by:

- Using different art forms, such as sculpture, painting or photography.
- Making a collage of positive or negative images or writing, which you find in newspapers or magazines.
- Writing and producing a play.
- Choreographing and producing a dance.
- Writing songs. The 'Pop Against Racism Foundation' was set up in the Netherlands as part of a European anti-racism campaign. Find out about similar projects in your country or elsewhere.

Put together an exhibition of all artwork related to discrimination/inclusion. Invite students, staff, parents and members of the general public.

Hold an evening event when any plays, songs and dances that have been produced can be performed in front of an audience.



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## Further action

### The Internet:

<http://ePALs.com> is UNICEF's Global School house. ePALs connects more than 3.5 million students and teachers in 191 countries through the Internet. A collaborative learning project, 'No Two Snowflakes', can be shared and discussed with classes all over the world. This site was developed in partnership with the Canadian International Development Agency.

<http://www.un.org/Pubs/CyberSchoolBus> is a United Nations website full of information on special events, teaching materials and resources, quizzes and games. It is available in 6 languages. Checkout this site for the art gallery. Try to get any artwork you do for this KIT displayed here. Also look out for competitions to enter.

<http://www.us.ilo.org/ilokidsnew/kids.html> Check out the International Labour Organisation's website for information on Child Labour and suggestions on what you can do about it. They also have a Kids Poetry and Poster Gallery that you can send your poems and artwork to.

### The Media:

Contact a local radio station. Tell them that you would like to hear a 20 minute weekly programme made by young people, about things that concern young people – and that you are ready and willing to make the first programmes for them! Prepare your ideas for the first programmes based on some of the issues raised in the KIT. Be persuasive! See <http://worldradioforum.org> for information on young people's radio projects in other countries.

Contact children's TV programmes. Send them a proposal for a programme to raise awareness about an issue related to discrimination. You could suggest a discussion or debate, involving children who have faced discrimination themselves.

Phone local and national radio and TV stations to raise awareness about issues in this Kit. Listen out for any relevant phone-ins for you to air your views to a wider audience.

Contact the media to let them know what you are doing at your school or youth group, to fight discrimination. If you don't get any feedback, don't give up. Positive news stories, or human-interest stories, are often chosen when 'major' news stories are lacking, or when the news is particularly gloomy.



## Further action

### Fund Raising:

Although UNICEF is a U.N. organisation, it depends on funds raised by the public to carry out its work. If you would like to raise money to support UNICEF's efforts contact your National UNICEF Committee. These 'NatComs' raise awareness and funds and will offer support to schools and youth groups who want to do either or both. Contact your NatCom for advice on fund raising and to see if they can provide information on UNICEF's work worldwide. Some of this information may be useful for display purposes.

### Fund-Raising across the globe:

UNICEF's National Committees in different countries have come up with some very innovative ideas for raising funds. Here are a few examples that you could try for yourself:

#### The Danish Lend a Hand

Small hands could be seen grasping the iron bars of the grates to the drains all over Copenhagen City. A sign was fixed next to each pair of hands, it read 'Every day thousands of street children end up in jail. Help us to provide them with an alternative. Make a donation to UNICEF.' This campaign did not aim to just raise funds, it aimed to raise public awareness of how UNICEF helps vulnerable children and protects them from exploitation and harm.



The hands used were made of clay, but they could be made of papier-mâché or plasticine, or any other substitute material instead. Contact the UNICEF Danish Committee for further information:  
[www.unicef.dk](http://www.unicef.dk)

## Further action

### The 'Pigotta' Project



In Italy a Rag Doll or Pigotta, was sold to raise funds for UNICEF's World Vaccination Campaign. Each 'Pigotta' doll was adopted by someone who donated at least 16 US dollars, to cover the cost of a complete course of immunisation.

Each doll represented a 'real' child who would benefit from the campaign. Each one was made by hand; it had an I.D. card including a sketch of the doll, its name, citizenship and the name and address of its 'creator'. When the doll was adopted the new 'parent' was asked to write to the 'creator' to let them know who adopted him or her!

The 'Pigotta' doll idea has been adopted and used in France as 'Les Frimousses', in Finland as 'Anna & Toivo' and the Czech Republic as 'Panenku'. Dolls can be made by anyone who can learn to use a needle and thread. They can be any gender and from any ethnic group. They could be linked to what, or where, you want to raise funds for.

### A Hard Day's Work

This fundraising idea in Sweden has become a national tradition. Each school chooses one day that students can volunteer to work instead of going to school. Most schools are very quiet on this day... Each volunteer finds an organisation, community centre or company to work for a maximum of six hours. It is also possible to work at home, cleaning windows, washing cars, helping grandparents and so on. Each employer makes a donation to UNICEF (10 euros or more in Finland, where the contribution is tax free). The volunteers gain good work experience, get a day off school (!) and help raise money for a good cause. Everyone benefits. The National Committee sends a video and study package to each school so that participants can see how their money helps. For example 'One days work can help a girl in Nepal to spend 240 days in school.'

### A Famous Fashion Fundraiser from Finland

Local celebrities such as TV and sport personalities, even teachers, are asked to donate an item or two of clothing to a school or youth group. The clothes are remade into something different, but wearable. A fashion show is held at the school or youth centre, with students, teachers and celebrities modelling the new outfits. Tickets are sold and the clothes auctioned at the end of the show.

## Further action

### Racing for the Right to an Education

In the Netherlands the National Committee suggested an education project for working children in Bangladesh, as the target for fundraising by children. The method chosen for raising funds was Rickshaw Racing! Many young people in Bangladesh ride Rickshaw 'taxis' to earn a living so bike riding was an appropriate choice. Unfortunately there aren't many Rickshaws in the Netherlands and they're too heavy for most young people to ride! Fitness bikes were used instead, provided free by local companies. The participants were sponsored according to the number of miles they cycled. All the young people learned about the issue of child labour before they took part in this event.



The idea of putting children in other children's shoes to try to see what life may be like for them can be used for other types of fundraising. For example if you want to raise money for water projects have a sponsored 'Water Carry'. Find out how much water children, in certain parts of the world, have to carry every day – and how far they carry it. Measure out the distance on the school playing field, set up water containers at one end (or taps) and collecting tanks at the other and off you go. Sponsorship could be per litre carried. Exhausted volunteers will appreciate being able to turn on their taps when they get home!

### Trick-or-treat for UNICEF

In Canada children raise money by trick-or-treating at Halloween. Special collecting boxes are distributed by the National Committee and it has become such a popular tradition that an amazing 2 million children now participate every year!

### Walking Wonders

In South Korea two popular events raise funds for UNICEF every year. A barefoot walkathon and a children's art contest are always based on a different theme to raise awareness on specific issues.

### Change your Clothes and Change a Life

In the United Kingdom the UNICEF 'Day for Change' has become a regular event that most students look forward to. In a country where many schools have an obligatory school uniform National Non-uniform Day is a popular event! Each year students are more than happy to pay to wear clothes, other than their school uniforms, to school. The event is used to raise awareness on specific issues, such as child labour and the right to an education.

Schools that don't have school uniforms could still have a 'Day for Change' but they could allow students, and teachers...to wear fancy dress costumes instead!



## Further action

### More Fundraising Ideas

#### A Fantastic Fair or Fête:

- Sell food (made by students and parents) from all over the world.
- Sell recipe booklets of food from different countries and ethnic groups that you have put together yourselves.
- Make crafts based on products made around the world to sell and/or have an activity corner for children to have a go at making these things themselves.
- Sell used books, toys, clothes that have been donated.
- Make a book of poems that students have written based on discrimination/inclusion, ask people to donate money for it.
- Auction artwork that students produce (ask a local company to donate frames for the drawings/paintings before the auction).

#### Read, Dance, Walk or Karaoke-a-thon:

Collect pledges from family, friends and community members for each hour or mile students walk or dance, or for each book read or song sung.

#### Talent Show:

Have categories for students, teachers or youth workers, parents, younger siblings, even grandparents! Advertise the categories, and the event, well in advance. Sell tickets and ask for a small fee, or donation, per performer.

#### A Special Sports Event:

Choose a sport – football, volleyball etc. Organise teams of students, teachers or youth workers, parents, other staff (cleaners, cooks etc.). Get everyone to choose a name for their team and to put on fancy dress for the event! Sell tickets or charge admission at the door.

#### An Amazing Auction:

Ask teachers or youth workers, older students, families, friends and local businesses to donate their time, skills or something else! These should then be auctioned off, possibly at the end of a Fair, Talent Show or Sports Event. People can offer to baby-sit, take children to the cinema, cook a gourmet meal for two, teach a foreign language (specify number of lessons), mow the lawn, paint a portrait...anything is possible. Local restaurants can donate dinners; electricians and plumbers could offer a free annual call out. Teachers could video their classes at work throughout the year and auction them to parents...or students who have something to hide! Everyone can join in with an auction. They can be tremendous fun and raise a surprising amount of money too!

**Remember that awareness raising is just as important as fundraising. Always try to put up an information board, or produce leaflets, so that people can see why and what you are raising money for.**

## Further action

### Creative-Inclusive Play Spaces at School - UK

Teachers everywhere are concerned about violence, fighting and aggressive play in the playground. Seventy five per cent of bullying in schools has been found to occur in the playground and is often linked to boredom and lack of stimulus on the part of the bullies.



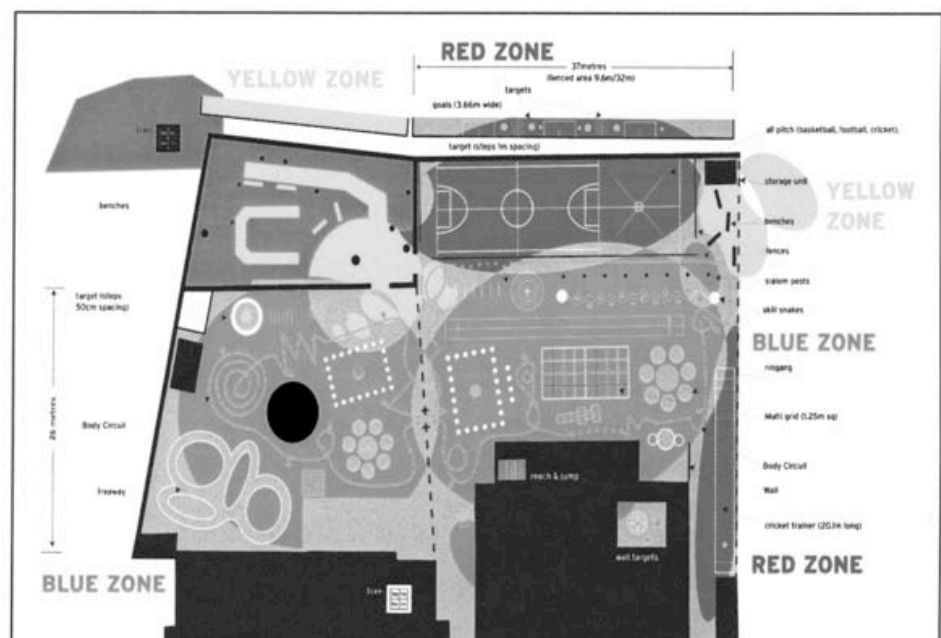
In the UK, a playground improvement project has been developed by public private partnership to tackle social exclusion, playground issues, and increase the tolerance levels of young people through creative-inclusive play.

The programme uses the elements of sport to radically change break-time, promoting inclusive sporting, physical and mental activities for young people during school lunch and break times.

### HOW DOES IT WORK?

Each playground is divided into 3 zones related to different colors:

- 1) Red Zone: Diverse sports activities
- 2) Blue Zone: Action Games - multi-skill activities involving hand/eye co-ordination
- 3) Yellow Zone: Chill Out Activities – an area for rest, general play and study
- 4) A heart-line links the zones together



### Token System

Each schoolchild purchases a token at the beginning of the year. The token is exchanged for equipment during each playtime. The tokens promote responsibility in the schoolchildren to look after tokens and equipment (e.g. they have to keep it in good condition and return it).



## Further action

### Sports Equipment

Equipment provided by the sponsor allows young people to be creative in the way in which they use it, ensuring that play is not fixed or dictated. Creativity is paramount.

### Training materials

A comprehensive set of activity cards and fitness cards are offered to guide schoolchildren and break supervisors in positive break-time activities, promoting structured sport and play.

### Community Support

People from the community are an important part of the implementation and skills needed for the play park to be effective. This includes a school project team e.g. supervisors, school management, and school children themselves (e.g. “ParkPlayers” - children, identified by the school, specially trained to help supervise break-time activities). Park Players help other schoolchildren to try new things, link people together and be a ‘buddy’ to the other schoolchildren. Job specification, application and interview procedures provide ParkPlayers with future interview skills.

### Lessons Learned

- Take the time to establish the partnership, it enhances the chances of successful implementation in schools.
- Run a pilot and take the learnings to identify areas for development to be included in a more extensive implementation.
- Ensure responsibility is placed in the community e.g. schools have to budget for this, school children acting as ParkPlayers, parents acting as break time supervisors.
- Ensure that the programme (e.g. the physical structure of playgrounds) can be maintained and kept ‘live’ and that there is a mechanism for funding and accountability to ensure that the projects doesn't stop even if one of the parties pull out.



For more information, contact your local National Committee for UNICEF or Education for Development Unit,  
UNICEF Geneva Regional Office for Europe  
Palais des Nations  
1211 Geneva 10, Switzerland

# Research tips



## Getting Started

### What are my aims?

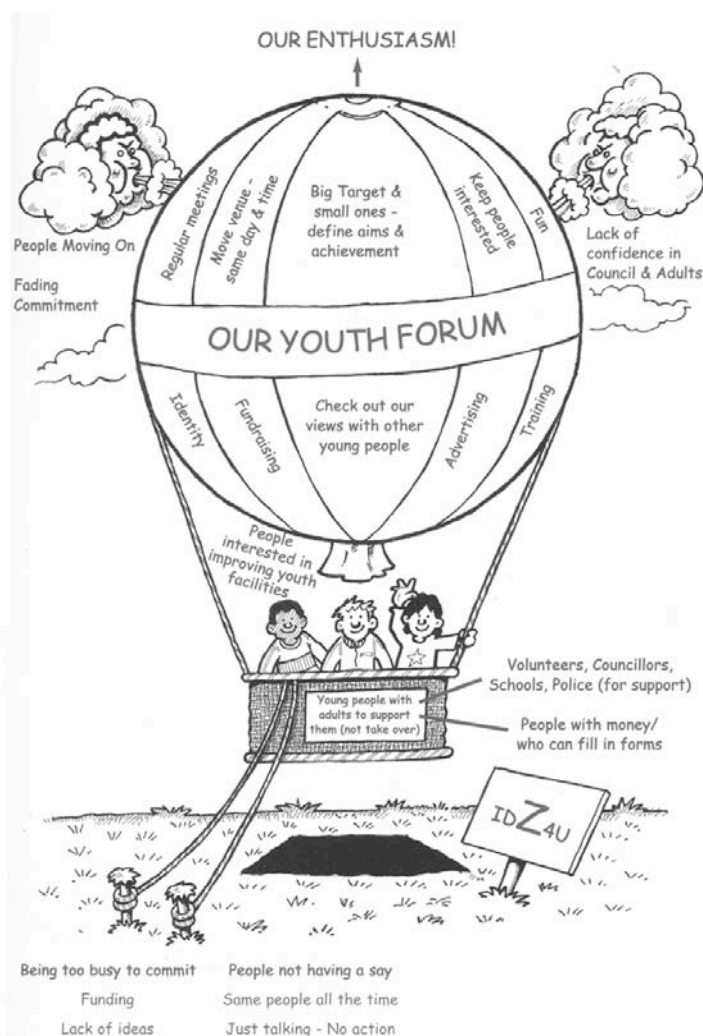
Ask yourself the question: "what is it that I really want to see changed?"

You already know what it is that's got you angry or fired up, but what is it that you actually want to achieve? If you have a definite goal you are more likely to get success.

### How do I plan my project?<sup>1</sup>

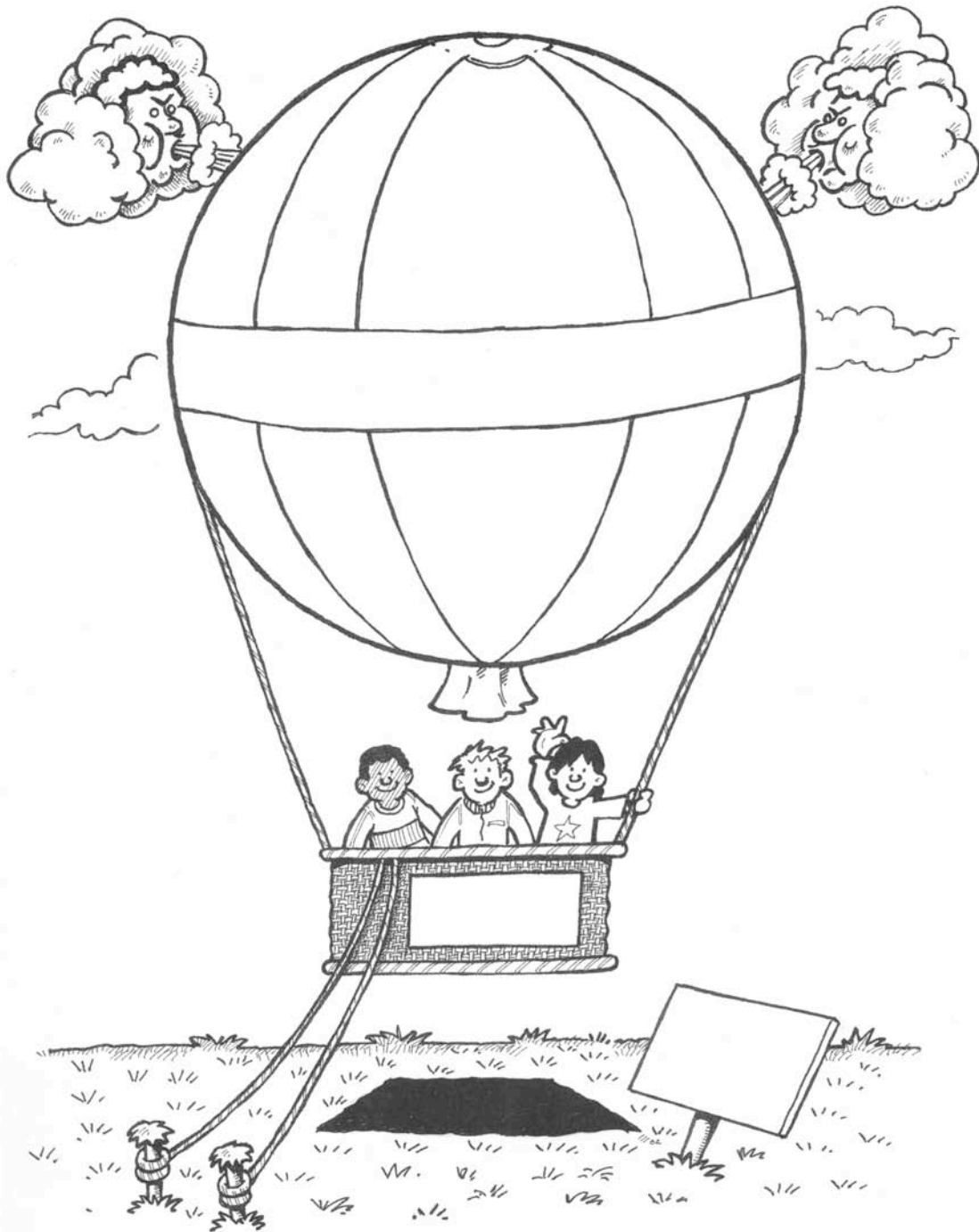
Use the hot air balloon to analyse the different areas of your campaign, it is a good tool to identify each of the tasks and problems that will be faced by the project

1. **Who needs to be on the board?** On the basket or on the people, write the names of the people or organisations who need to support the project in order for it to go anywhere, e.g. young people, workers, funders.
2. **What needs to be in place for the project to take off?** On the balloon itself, write factors and issues which need to be sorted in order for the organisation to fly, e.g. research, resources, actions required
3. **What is holding it back?** Next to the tethering ropes write factors which are preventing the growth of the project, e.g. enthusiasm, commitment, good planning
4. **What might blow the balloon off course?** Either side of the balloon
  - Representing the wind that could blow the balloon around.
  - Write down factors which could be problematic for the project once it is off the ground, e.g. continuing funding, key young people leaving.
  - How can these factors be avoided?



## Research tips

Planning your project:



# Research tips



## Research

### What research do I need to do for my campaign?<sup>2</sup>

Before you start on your campaign, you need to make sure you are clued up on the issue you're involved in. Time to do some digging around...

Campaigning to save your school? Want to stop racism? Whatever your passion, by doing your homework you can avoid many of the disasters that face anyone starting up a new campaign.

### Why do research?

There are loads of good reasons to do research. It will help you:

- Prove that there is a need for your campaign.
- Work out what exactly needs to be done and who will benefit from your campaign.
- Find out if anyone else is doing something similar.

### Where to get the information I need?

There are several ways in which to get hold of the information you need. These include:

#### **Surveys**

Ask people directly how they feel about an issue. For example, if you're campaigning to get a school council, ask fellow pupils whether they think it's necessary. If you want to survey members of the public, make sure you do it in a busy area, never by yourself and preferably alongside an adult you trust. Make sure your parents or guardian know where you are and under no circumstances go off with anyone.

#### **Questionnaires**

Design a questionnaire and get as many people as possible to fill it in (See activity 5 in Unit 1 Exclusion, questionnaire on bullying.)



# Research tips



## Questionnaires

### How do I write a questionnaire?<sup>3</sup>

Questionnaires are not easy to design and you need to make them as clear and easy as possible, here are few simple steps to follow to guide you in you design. Remember to think carefully about what kind of information is required and who you are going to ask?



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#### 1. Types of response format

- Questions can be open-ended, where the respondent may answer in their own way, the questions can reveal more information.
- Close ended, where all possible answer are pre-specified, these questions are easier to interpret.

#### 2. Question phrasing

- Keep questions clear and simple.
- Keep the sentences short and to the point.
- Avoid ambiguity and vagueness.
- Don't use biased words they will create an emotional response.
- Avoid leading questions – these are questions that suggest how the respondent should answer.
- Questions phrased in a negative fashion should be avoided because they cause confusion.
- Try and avoid estimates and generalisations.
- The words 'would' or 'could' should be avoided as they encourage the respondent to guess or speculate.
- Never assume that the respondent is well informed.
- Never ask two questions in one sentence.

3. The **Sequence of questions** is important. The earlier questions should attempt to create interest in the respondent and should follow a logical order.

#### 4. Questionnaire layout

- Use good quality paper.
- Keep questions short.
- Use spacing to break the text and improve presentation.
- Use different typefaces to assist reading.
- Add colour.
- Make it easy for respondents to answer the questions.

#### 5. Test your questionnaire

Try your questionnaire out on your teachers and parents to check that it works.

## Research tips



### Other sources

#### <sup>4</sup>What other areas should I research?

##### **The local council**

You could ask your local council if they have any statistics that might help you.

##### **The local press**

Read your local papers carefully to see if others feel the same way as you about the issue you're campaigning on.

##### **Your local library**

Staff are specially trained to help users research information. They may be able to point you in the right direction.

##### **The internet**

There may be helpful information about how people in other areas have tried to campaign on the same issue as you. Use a search engine to see what comes up on your issue.

#### How should I stay organised?

Keep records of everything you do - the meetings you attend, the letters you send, phone calls you make, events you organise and the press coverage you get.

A good way to do this is to keep labelled files with separate information inside - meetings, letters or press releases. Make sure you write down the date of each event, letter or article in your notes.

Keep a group diary of your goals, ticking them off when you've reached them. It's a good way of you keeping an eye on what you still need to do.

#### How many people should I talk to?

Discuss and develop your ideas and information with as many people as possible. This way you not only find out what local opinion is but also who is willing to help you fight for what you want.

Talking over the issue with loads of different people also means you meet people who don't agree with your views. It's useful to know what criticisms people might throw at you later down the line.

Your argument will be stronger in the long run if you think about the issue from both sides. Try talking to; friends, teachers, local youth forums or youth councils - contact your Youth Council for local information groups interested in the topic - some groups in your area may already be campaigning about your issue.

# Research tips



## Interviews

### How should I conduct an interview?<sup>5</sup>

One of the most common ways of investigating a topic is to hold an interview. In a typical interview, you the interviewer, will ask the questions and your counterpart, the interviewee, will give the answers. The interview can be used as background material for your article, or it can even be part of it.



#### **Prepare yourself for the interview, find out more about the topic and the interviewee**

With some people, you have to be very sensitive, with others you have to be very direct and tough, so know as much as possible about the interviewee before you start the interview. Remember: You want the answers to your questions, so you should also lead the conversation. At the same time, you need to keep your eyes and ears open to catch everything the interviewee says and how he/she behaves during the interview. Sometimes it is the actions and the motions that makes the difference, not the words. When you write an article, it is easy to bring these observations in by writing sentences such as: “He was nervously biting his fingernails throughout the entire interview.”

#### **Ask the interviewee for permission to quote them in an article** **Be sensitive and calm**

Do not try to push them into answering your questions. If you explain to them what the background of your interview is and what you want to express with your publication, they will most likely loosen up and let you know what you want to know. In this case, try to turn the interview into a more casual conversation and quietly, but openly, take your notes.

#### **Be direct and pro-active**

While you should be pro-active and should in a way dominate the interview, you should always treat the interviewee with respect and give him/her a chance to get his/her point across. This means that while you should have a clear idea of the interview before you start asking the first question, you should nevertheless leave enough space for surprising answers. Should a surprising answer come up, try to react quickly and address the answer directly. Keep asking questions, or you will become the interviewee in your own interview.

#### **Be flexible, react directly to reactions**

As the interviewer, you should have a general idea of how the interview is most likely to develop. You ask the questions, your counterpart answers. It is just like “action & reaction”, so your questions and the way you put them will directly affect the answers that you get.

## Research tips



### **Double-check facts and quotes**

Before you publish your article, some interviewees should like to read it to prevent misunderstandings or misquotations. You should always try this option first, but sometimes time will not permit you to print and mail the article and wait for a reply. In such a case, you could call the interviewee and read the article out to him/her, followed by a short discussion. This is always a good way of following up with your interview partners, too, and it also shows them that you are taking the matter seriously and are willing to check your facts and quotes.

### **Treat interviewees with respect**

Lastly, you should keep in mind that all people are equal and no matter whether you talk to the President of your country or a school kid from next door, people all deserve your respect and deserve to be treated in a fair and adequate way.

### **How can I make good contacts?**

All along the way there will be people who help push your campaign further along and may even have the power to make a difference on the issue that matters to you. Throughout your campaign it is worth making contact with people who can help make a difference. This might range from a local councillor, to a local community organisation or business. For more information on people who can help forward your campaign see who's who in your neighbourhood, and how to write a letter to an important person.

### **Keep up your motivation!**

Throughout your campaign there might be times when you get fed up. **Stick at it.** It may not all go to plan, but you can have an impact and you can get things changed. Keep reminding yourself why you thought the campaign was important in the first place.

You've got the knowledge, you've got the motivation: now, GO FOR IT!!



## Media tips



### Reality check

#### We are more than the Future

**Natasha, 11**

**U.S.A.**

Today, in my country, there's a public meeting to discuss who should own the media. They said I was too young to speak at the meeting. On behalf of kids in this country, this is what I would have said: If only a few companies own the local TV and radio stations and newspapers, kids won't be exposed to the variety of ideas and voices we need to hear to help us to form our own opinions.

Interesting TV and radio gives kids something to chew on. If what we hear or see in the media doesn't challenge us we are not going to learn. Kids like seeing kids on TV because on TV they are important and, for once, people are actually listening to them. In real life, we don't have a place in society and people don't listen to us. I think it's because we can't vote but that's another story...

I'm lucky; I live in New York City and people here are originally from all over the world. But for kids who live in places where everybody looks like them, the only way they get to see different types of people and hear different viewpoints may be on TV. We want to see more serious programs for kids, by kids. We won't be interested in becoming media makers if we feel that we don't have a chance to get our work aired. We will lose faith in the news if what we read in the newspaper and see on TV all sounds the same. If we can't trust the news, we'll ignore it. Children make up 26 percent of this country, so how come only 10 percent of news stories talk about kids – usually as either criminals or victims!

The mainstream press run few good stories about kids - like the young people who spoke out to their leaders at the United Nations Special Session on Children, or why children opposed the war in Iraq, or the challenges of being young and dealing with mental illness. Children don't have a voice in the media. Companies get airways for free as long as they do something good for the public, right? If they are not listening to us they shouldn't keep the airways. If decisions are made about something affecting our lives without seriously considering how we feel about it, that tells me that the government doesn't care about us. I'm saying all this because I think the right decisions can be made. We are one third of this country and we are more than just the future. We are the present.

*Natasha Kirtchuk, is a reporter with Children's PressLine, a youth advocacy journalism program. Her editor, Ashley Akins, 17, helped prepare this story.*

### What do you think?

Do you know who owns the TV, radio and newspaper companies in your country? Try to find out if you don't.

How are children, or young people usually portrayed by the media in your country?

Do you think that children and young people are listened to?

What do you think you could do to get the media to listen to your opinions?

#### CRC Article 12:

You have the right to give your opinion, and for adults to listen and take it seriously.

#### Quotes

*'We were all children once – and now we are parents, grandparents, uncles and aunts of children. Children's needs and wishes are therefore not difficult to understand.'*

Kofi A Annan,  
Secretary-General of  
the United Nations.

## Media tips

### Getting started

#### What media guide lines must I follow?

Journalist must try to follow some codes of conduct, their purpose is mainly to protect the people you may be reporting on, they will vary from country to country. Press Wise Trust has made a collection of journalistic codes of ethics from more than 60 countries around the world, including international and regional codes,

See <http://www.presswise.org.uk>

#### How should I report on children?

Children need special safeguards and care, including the proper legal protection to enable them to grow and develop in an atmosphere of peace, dignity, tolerance, freedom, equality and solidarity. So if you are reporting on children you must always remember their best interests. Harmful and sensationalised publicity concerning children who are victims of abuse, maltreated or in conflict with the law, is a violation of their rights. If you are reporting on this type of case, try and only give details that are sufficient to help the public understand the issues, and keep any details confidential.<sup>6</sup>

#### Who are the 'the Media'?

- Newspapers
- Television
- Magazines
- Radio
- Internet

There are the standard media (print, TV, radio) and the so-called New media. In most countries the Internet is not considered a medium as such, and therefore does not fall under the media legislation. However some countries (Kazakhstan is a great example here...) simply put the Internet under the media legislation and then you cannot even have your personal webpage without registering it with official bodies.

#### How can they help your cause?

They can help spread your message to a wider audience

#### How can they do this?

By covering your story or using your material in their publications or programming.

## Media tips



### Who do you need to contact?

Make a list of all the different media outlets you know in your area. Look in the Yellow Pages under 'newspapers', 'radio' and 'television'. Your public library might have media directories in the reference section.

Call the newspaper, TV, radio etc. and find out who is in charge of promotions and or public relations. Ask this person if you can get your event advertised for free, and what they would need you to supply. Find out to whom you should send your press releases.

Make sure you have all the details of your campaign and that you have a solid understanding of the purpose, goals and/or structure of what is being presented.

### What do you need?

Prepare a **media advisory**; a brief page with the bare facts on your event

Headline: Title of project  
Who: Name of your group  
What: Name of your event or project  
When: Date of event, time of event  
Where: Location and address where event/project is taking place  
Contact: Contact name, title, phone, fax, email

Prepare a **news release**<sup>7</sup>: a description of your event, written like a news story. Before you start writing make sure you have all the relevant facts, you don't want the editor to have to contact you for important details that are not in the story. Next check your facts, they must be absolutely correct.

The headline:	Keep it short and clear.
The subject:	Make sure the subject is upfront in your first sentence
The opening paragraph:	This might be all that gets printed, so summarise the main points of the whole story in the opening paragraph. Write the story in the third person – don't use "I" "we", "me" or "us"
The development:	Give the facts in a logical sequence. Include a quote from a key organizer.
The final paragraph:	Give the name and address of the organisation, and the source of any additional information or material, such as statistics or data sheets.
Story length:	Try and keep your story to one page.
Photograph:	Include a photograph that sums up your campaign or the key people taking part in the event.
Author and date:	Don't forget to add the authors name and the date.

## Media tips

Request for **media sponsorship**: write a letter to the newspaper, radio and television station, describing your event or campaign and ask them to help you promote it. If you do not hear back from them follow it up with a phone call two weeks later.

Organise a **press conference**: invite the media to attend a brief presentation by members of your group, where you will be able to answer questions on the campaign.



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## Press

### How can I get my message in the paper?

Send your press release to the paper or write a letter to the editor expressing your thoughts and ideas about a topic that was featured in your newspaper or newsmagazine.

### What guidelines should I follow when writing a letter to the editor?

- Be concrete and focus on one topic.
- Get straight to the point and support your idea as well as you can.
- Remember the motto “**hook – line – sinker**”.
- The **hook is**, a catchy sentence that starts your letter in a way that people want to read the rest.
- The **outline**, this is the key point that you are trying to make.
- Followed by the substance of your letter, in which you explain your point of view. Add facts wherever you can, try to **localize** the issue and give examples from your area.
- **Sink** means that the final line of your letter should be extremely punchy, it should “sink” your letter into the readers’ minds.
- Do not use defamatory language or even hate speech.
- Write in a way that will appeal to everyone.
- Lastly, check the individual guidelines of the newspaper or newsmagazine that you want to send your letter to **before** you start writing. Some might only accept letters with a certain number of words. Most newspapers require your full name and address – sometimes also a phone number - for possible feedback and also to identify you as the writer of the letter.
- A letter to the editor is a personal point-of-view, and your name will appear alongside with letter. Keep that in mind when you send off the letter, because it will be **your letter** that is read by possibly thousands of people who don’t know you – and maybe also by hundreds who do know you.

## Media tips

### Photography

#### How do I take or choose a good photograph?

A good photograph has a clear **subject**. It is about someone or something and it may tell a story about a subject. Before you take your photograph think about what you want the picture to be about.

A good photograph **focuses attention** on the subject. The viewer's eye is immediately drawn to the subject. There are many ways to focus attention on the subject:

- The position of your subject in the frame
- Lighting your subject to draw attention to it
- Shutter speed and aperture variations

A good photograph **simplifies**. It includes only those elements that draw the eye to the subject, and it excludes those elements that might draw the eye away from the subject.<sup>8</sup>



Look at this photograph, it won a prize in the International Classification of Functioning, Disability and Health, WHO photography competition 2002

- What is the subject?
- How has the photographer focused attention on the subject?
- What did the photographer do to simplify this picture?

The subject is the man in a wheelchair praying with a child looking on.

**The photographer has focused attention on the man by having him in the foreground of the picture. He has also positioned him in the right third of the frame. (The rule of thirds, often used by photographers and artists – If you divide the frame vertically and horizontally into thirds, then anything positioned on one of these lines, and particularly where the lines intersect, will have additional impact.)**

To simplify his picture the photographer has used a large aperture, so that the depth of field has been reduced, (distance from the lens in which the picture is in focus). This means that the people in the top of the frame are out of focus and so our attention is not drawn to them.



## Media tips



### Radio

#### How can I get on the Radio?

Listen to your local radio stations to hear what they are already doing. Then contact the radio station and ask them how they could help you with your event or campaign. If you want to write a letter, fax or email, keep the message short. Use short sentences.

#### **Many radio stations do the following:**

- Read letters or emails on air
- Have people speak live-to-air to the on-air announcer.
- Allow a visit to their studio and pre-record an announcement or message to broadcast later.
- Help young people make a radio programme.

#### I will be talking live on the radio, what should I remember?

- Listen to other callers first.
- Know the length of time that the announcer usually allows listeners to speak.
- Write down key words to remind you of the key points that you want to express.
- Rehearse what you are going to say – it is important to be confident.
- In radio you need to be natural.
- Ask the assistant questions about how long you should be able to speak on the air.
- Know the name of the on-air announcer.
- Turn down the volume of any radio set nearby.
- Keep the mouthpiece of your telephone close to you mouth and in the same position.<sup>9</sup>



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## Media tips



### Television and video<sup>10</sup>

#### How do I make a video about my event/campaign?

1. Today a hand sized camcorder and a laptop computer is all the technology you need to make quality TV stories. There are many award winning international journalists who work every day with this technology that fits in a rucksack.<sup>11</sup>
2. **The Story:** Always make sure your story is about “NOW” not yesterday or two weeks ago. It must be interesting to everyone not just you and your friends. The greatest story is one that keeps the audience asking “Will it happen, or won’t it happen?” In other words it needs some kind of a narrative structure.
3. **The Pictures:** To make TV you need LOTS OF SHOTS. Say that to yourself, over and over. TV = LOTS OF SHOTS. The average TV shot lasts 1-5 seconds! Once you realize that TV stories consist of thousands of different shots edited together, how do you get them? Contrary to popular belief you don’t move the camera.

If you never learn anything else its this:

Find your shot, frame it well, hold the shot steady for at least 10 seconds and get the same shot, and other elements of the same shot, closer up and further back as many times as you can from the same standing position.

4. **The Sound:** Sound is a very important part of TV and a lot of new producers overlook its special requirements. As a rule, you can’t record sound from microphones built into the video camera. You need a microphone that can reach up close to the sound source, i.e., someone talking.
5. **The Light:** Here is a foolproof lighting tip for starting out. Always keep intense light sources (the sun, windows and street lamps) behind you when you shoot video. If you come into a room that has a lot of light streaming in from the windows, go to the window side of the room, turn back into the room and always keep that light behind you falling onto the subject you are shooting. NEVER shoot a subject with a window behind him or her.
6. **The Characters:** Try to include people who know what they are talking about really well on camera, people who can talk with skill and knowledge about your subject. People and faces are really important on TV. Select people and faces that people will find interesting and thought provoking to watch.

## Media tips



### What is 'One Minute Video'?

One-Minutes are videos with a length of exactly one minute, including titles. As a media/arts discipline they have originated from music videos, Internet animations, commercials, and VJ samples. They challenge the quickness of the eye and of the mind. The minute can be over in a flash or it could seem to last an eternity. The One-Minutes are an ideal format for experimenting. The length of the minute urges the creators to form their ideas clearly but also gives them optimal freedom. There are endless possibilities in this genre and through the relatively short duration, the one minutes can create bridge between the Internet and TV. Compiled on a tape, they are also a great tool for public screenings and festivals.

What also makes them very attractive to young people is that they are cheap to make, take a short time span to produce and need little training beforehand.

"Children must live without war" wins inaugural One-Minute Video Junior Award, AMSTERDAM, 12 November 2002



Gor Baghdazarian, a 14-year-old boy from Yerevan in Armenia, won the first-ever One-Minute Video Junior Award organized by the Sandberg Institute, the European Cultural Foundation and UNICEF.

His film "Children must live without war" was selected by Karim Traidia, maker of the Oscar-nominated film "The Polish bride". Baghdazarian received the award at a ceremony in Amsterdam on 10 November, 2002. The event drew 700 people to the Paradiso hall in the centre of the city.

Photograph ©UNICEF/Chris Schuepp

"Gor's film has a very straightforward message, a great script, an interesting style of filming," said Traidia, "and just captures the eye from beginning to end."

UNICEF, the European Cultural Foundation ([www.eurocult.org](http://www.eurocult.org)) and the One Minute Foundation of the Sandberg Institute ([www.sandberg.nl](http://www.sandberg.nl)) have joined forces to launch the One Minutes Jr, a competition that awards the best One Minute movies produced by children and young people aged 12-20.

**The interactive website can be found at [www.theoneminutesjr.org](http://www.theoneminutesjr.org) and also features many one minutes produced by youngsters from Europe in 2002.**

## Media tips



### Internet

#### How do I get my message on the Internet?

Do a search on the key words of your campaign, go through the list and look at the sites that match your campaign. You may be able to contact someone from that organisation by email and send some information about what you are doing and ask them if they can help you.

There are many web sites that allow young people to be heard have a look through the Further action section in each unit, for web site address where young people can have their say.

You can even have the chance to have "your own" free website that you can change and update. It's very easy - [www.yahoo.com](http://www.yahoo.com) has free websites, just like most well-known other Internet services like yahoo.

### Further Information

#### Where can I get more information on young people and the media?

All over the world, children and young people are contributing to a range of TV programmes, radio shows, newspapers, websites and other media projects, getting their voices heard and putting their hopes and concerns into the public arena.

The MAGIC website is UNICEF's (United Nations Children's Fund) response to the Oslo Challenge of 1999, which called on media professionals, educators, governments, organizations, parents, children and young people themselves to recognize the enormous potential of media to make the world a better place for children.

This website showcases media projects by, with and for children, and provides information for those wishing to take up the Oslo Challenge.

MAGIC – (Media Activities and Good Ideas, with and for Children) [www.unicef.org/magic](http://www.unicef.org/magic)



## Endnotes

<sup>1</sup> Participation –Spice it up! Dynamix, Serious fun. Published by The Save the Children Fund 2002.

<sup>2</sup> Campaigning: starting out JustDoSomething.net, Article part of the Deutsche Bank toolkit for young campaigners.

<sup>3</sup> Essentials of marketing Research, Pitman Publishing 1997

<sup>4</sup>

<sup>5</sup> Contributed by Chris Schuepp – UNICEF Young People's Media Network Coordinator, Budapest

<sup>6</sup> IFS Guidelines on reporting on children.

<sup>7</sup> Source; Advertising made simple. Made simple books Heineman: London 1985

<sup>8</sup> New York Institute of Photography [www.nyip.com](http://www.nyip.com)

<sup>9</sup> Dr. Ross James: Director Health Communication Resources & Research Fellow, Curtin University

Mobile: 0402 125602 (International: +61 402 125602) Hm: (08) 9309 2648 [www.h-c-r.org](http://www.h-c-r.org)

<sup>10</sup> This material was provided by Dale Rutstein, Communication Offices, UNICEF Manila.

<sup>11</sup> Chris Schuepp email: [cschuepp@unicef.org](mailto:cschuepp@unicef.org)

URL: [www.unicef.org/magic](http://www.unicef.org/magic) <<http://www.unicef.org/magic>>

Mailing list: <http://groups.yahoo.com/group/youthful-media>

Section cover photo: Michael McCullough



# WORLD DATE CALENDAR



The fragrance always  
stays in the hand that  
gives the rose

Hada Beja

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This calendar gives World and International days that have been recognised and are celebrated worldwide. Use this calendar as a reminder of these important dates and add your own national dates. Find out more about the day and develop your own campaign or fundraising activities to raise awareness and celebrate the event.

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

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©UNICEF/HQ99-0449/Albania/Chalasani  
©UNICEF/HQ99-0211/Albania/Chalasani  
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For updates and more information,  
visit <http://www.un.org/events/ref41.htm> and [http://www.gmfc.org/en/calendar\\_html](http://www.gmfc.org/en/calendar_html)

Back to  
main menu

For every child,  
Health, Education, Equality, Protection  
ADVANCE HUMANITY



# January



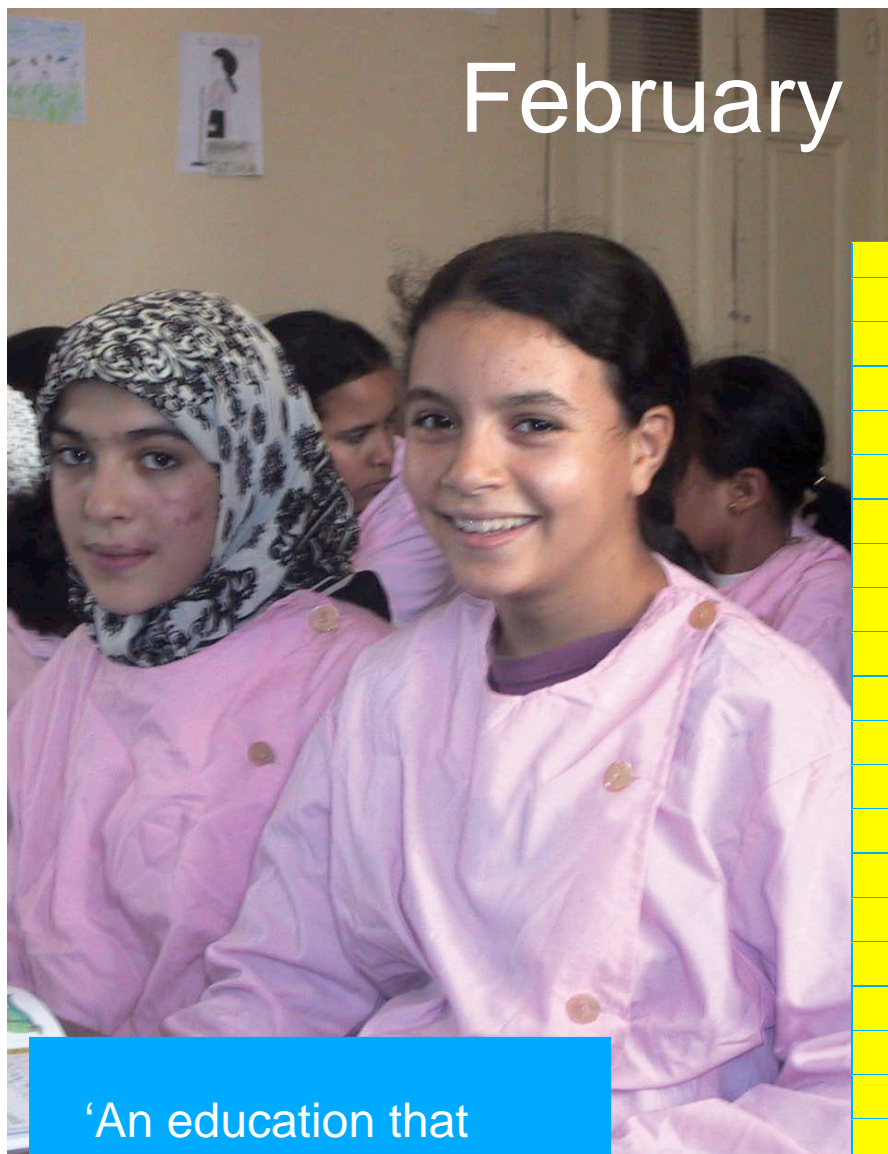
	Commemorative Day and web link
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8	World Literacy Day <a href="http://www.unesco.org/education/literacy_2001/">http://www.unesco.org/education/literacy_2001/</a> <a href="http://www.reading.org/meetings/ild">http://www.reading.org/meetings/ild</a>
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15	Martin Luther King Jr. Day Third Monday in January
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'I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character'

Martin Luther King  
(1929 –1968)



# February



‘An education that does not cultivate the will is an education that deprives the mind.’

Anatole France  
(1881)

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21	International Mother Language Day <a href="http://www.unesco.org/education/imld_2002/">http://www.unesco.org/education/imld_2002/</a>
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# March



'Water, water everywhere,  
Not a drop to spare.  
Water in the ground,  
Water in the air.  
Tho' it may evaporate,  
It never goes away.  
Snows onto a mountain top,  
Flows into a bay.  
Animals need water,  
People need it too.  
Keep it clean for me,  
And I'll keep it clean for you.

Traditional children's song

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8	<b>International Women's Day/ UN Day for Women's Rights and International Peace</b> <a href="http://www.un.org/events/women/2002/">http://www.un.org/events/women/2002/</a> <a href="http://www.un.org/ecosocdev/geninfo/women/womday97.htm">http://www.un.org/ecosocdev/geninfo/women/womday97.htm</a> , <a href="http://www0.un.org/cyberschoolbus/days/women/index.asp">http://www0.un.org/cyberschoolbus/days/women/index.asp</a>
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21	<b>World Poetry Day / International Day for the Elimination of Racial Discrimination</b> <a href="http://www.un.org/News/Press/docs/2002/sgsm8162.doc.htm">http://www.un.org/News/Press/docs/2002/sgsm8162.doc.htm</a> , <a href="http://www.pch.gc.ca/march-21-mars/main_e.shtml">http://www.pch.gc.ca/march-21-mars/main_e.shtml</a> ,
22	<b>World Day for Water</b> <a href="http://www.un.org/News/Press/docs/2002/sgsm8139.doc.htm">http://www.un.org/News/Press/docs/2002/sgsm8139.doc.htm</a> <a href="http://www.worldwaterday.org/">http://www.worldwaterday.org/</a> <a href="http://www.waterday2003.org/">http://www.waterday2003.org/</a> <a href="http://www.unesco.org/water/water_celebrations/">http://www.unesco.org/water/water_celebrations/</a> <a href="http://www.water.org/howhelp/oneday/">http://www.water.org/howhelp/oneday/</a>
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# April



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7	World Health Day <a href="http://www.who.int/world-health-day/2003/en/">http://www.who.int/world-health-day/2003/en/</a>
8	World Roma Day <a href="http://www.aimpress.org/dyn/trae/archive/data/200104/10415-002-trae-lju.htm">http://www.aimpress.org/dyn/trae/archive/data/200104/10415-002-trae-lju.htm</a>
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18	World Heritage Day
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22	Earth Day <a href="http://www.earthday.net/">http://www.earthday.net/</a> <a href="http://www.woodrow.org/teachers/bi/1991/earthday.html">http://www.woodrow.org/teachers/bi/1991/earthday.html</a>
23	World Book and Copyright Day <a href="http://www.unesco.org/general/eng/events/book/dg.htm">http://www.unesco.org/general/eng/events/book/dg.htm</a>
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‘The twentieth century will be remembered chiefly, not as an age of political conflict and technical inventions, but as an age in which human society dared to think of the health of the whole human race as a practical objective.’

Arnold Toynbee 1889-1973  
English historian



# May

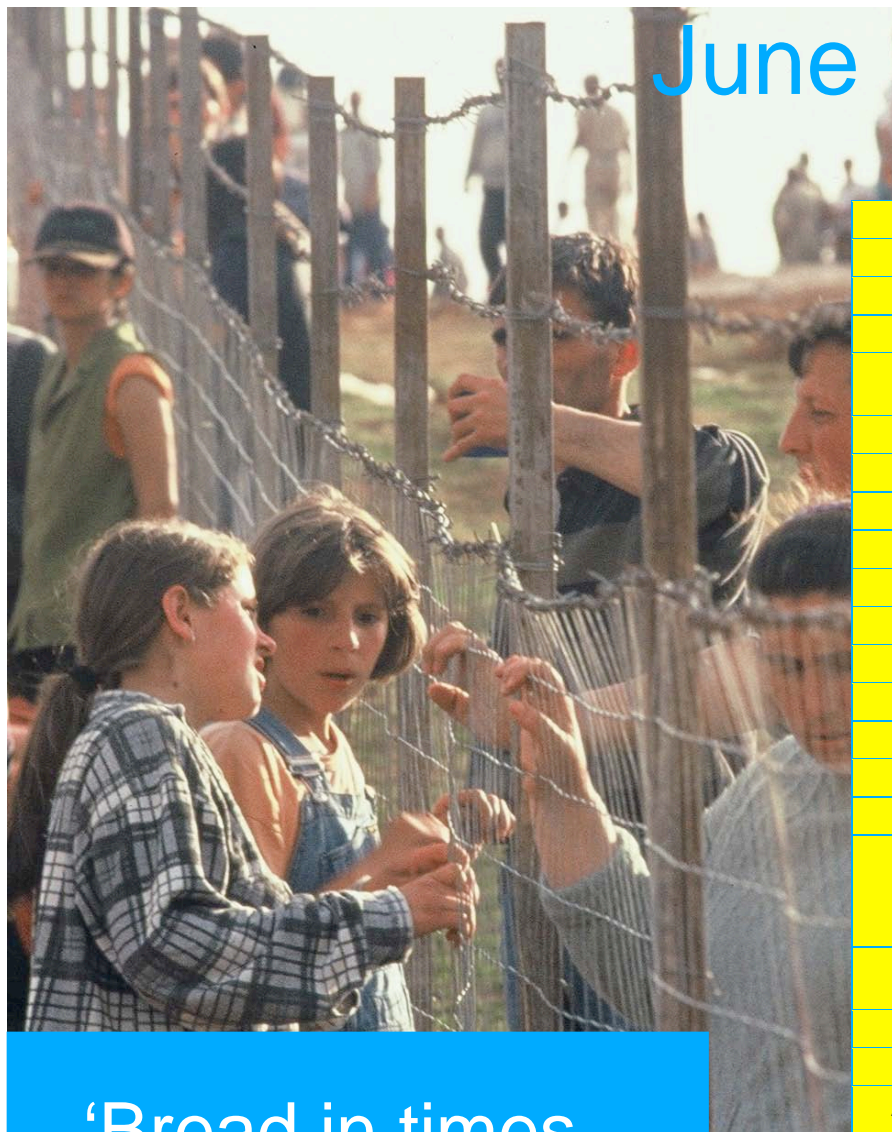


‘You may give them your love but not your thoughts. For they have their own thoughts. You may house their bodies but not their souls. For their souls dwell in the house of tomorrow, which you cannot visit, even in your dreams.’

Kahlil Gibran, on children  
The Prophet (1923)

	Commemorative Day and web link
1	International Workers Day (ILO)
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3	World Press Freedom Day <a href="http://www.ilo.org/public/english/index.htm">http://www.ilo.org/public/english/index.htm</a>
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8	World Red Cross and Red Crescent Day <a href="http://www.ifrc.org/news/events/8may2002/asia.asp">http://www.ifrc.org/news/events/8may2002/asia.asp</a> , <a href="http://www.redcross.org/news/other/RedCrossDay/010508rcday.html">http://www.redcross.org/news/other/RedCrossDay/010508rcday.html</a>
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15	International Day of Families <a href="http://www.un.org/esa/socdev/family/IntObs/IDF/IDFFrames/IDF2002.htm">http://www.un.org/esa/socdev/family/IntObs/IDF/IDFFrames/IDF2002.htm</a>
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31	World No-Tobacco Day <a href="http://www5.who.int/tobacco/page.cfm?pid=63">http://www5.who.int/tobacco/page.cfm?pid=63</a>

# June



‘Bread in times  
of peace is better  
than cake in  
times of war’

Slovak proverb

## Commemorative Day and web link

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4	International Day of Innocent Children Victims of Aggression
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16	International Day of the African Child <a href="http://www.unicef.org/noteworthy/day-african-child/">http://www.unicef.org/noteworthy/day-african-child/</a>
17	World Day to Combat Desertification and Drought
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20	World Refugee Day <a href="http://www.un.org/News/Press/docs/2002/s_gsm8272.doc.htm">http://www.un.org/News/Press/docs/2002/s_gsm8272.doc.htm</a> , <a href="http://www.worldrefugeeday.info/">http://www.worldrefugeeday.info/</a>
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26	International Day against Drug Abuse and Illicit Trafficking <a href="http://www.undcp.org/adhoc/decade/">http://www.undcp.org/adhoc/decade/</a>
26	United Nations International Day in Support of Victims of Torture <a href="http://www.un.org/News/Press/docs/2002/s_gsm8286.doc.htm">http://www.un.org/News/Press/docs/2002/s_gsm8286.doc.htm</a> , <a href="http://www.irct.org/26june.htm">http://www.irct.org/26june.htm</a>
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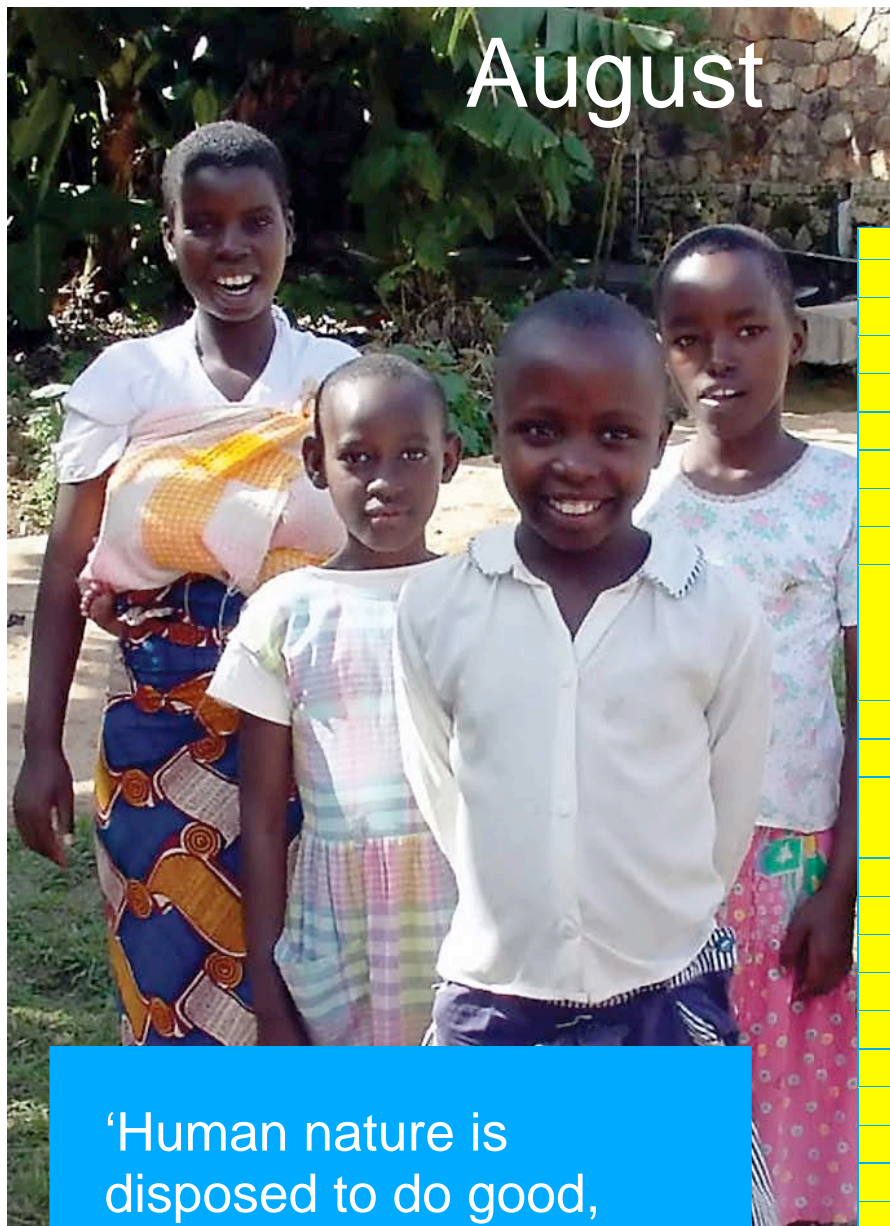


	Commemorative Day and web link
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11	<b>World Population Day</b> <a href="http://www.un.org/News/Press/docs/2002/sqsm8292.doc.htm">http://www.un.org/News/Press/docs/2002/sqsm8292.doc.htm</a> , <a href="http://www.unfpa.org">www.unfpa.org</a>
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‘If we don’t change our direction, we are likely to end up where we are going.’

Chinese proverb

# August



‘Human nature is disposed to do good, just as water flows downwards. There is no man that does not show this tendency to goodness.’

Hsün Tzu  
3<sup>rd</sup> century BC

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9	<b>International Day of Indigenous People</b> <a href="http://www.un.org/News/Press/docs/2002/sgsm8332.doc.htm">http://www.un.org/News/Press/docs/2002/sgsm8332.doc.htm</a> , <a href="http://www.un.org/depts/dhl/indigenous/">http://www.un.org/depts/dhl/indigenous/</a>
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12	<b>International Youth Day</b> <a href="http://www.un.org/events/youth2000/">http://www.un.org/events/youth2000/</a> , <a href="http://www.peacechild.org/maroc2003/">http://www.peacechild.org/maroc2003/</a>
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23	<b>International Day for the Remembrance of the Slave Trade and its Abolition</b> <a href="http://www.unesco.org/webworld/news/2002/020823_slaveday.shtml">http://www.unesco.org/webworld/news/2002/020823_slaveday.shtml</a>
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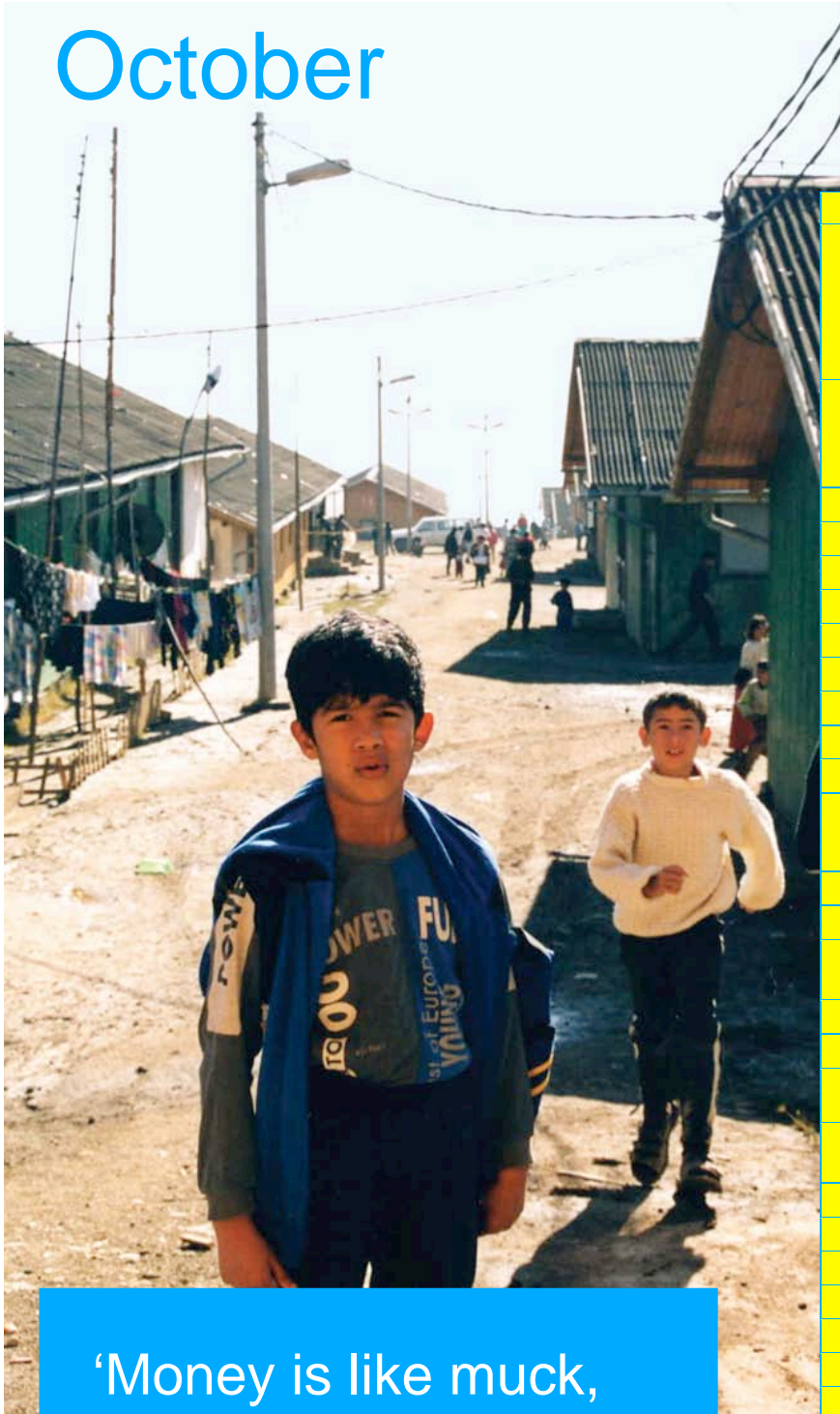


‘Lead me from death to life,  
from falsehood to truth.  
Lead me from despair to hope,  
from fear to trust.  
Lead me from hate to love,  
from war to peace.  
Let peace fill our hearts,  
our world our universe.’

Satir Kumar  
Indian writer ‘Prayer for Peace’

	Commemorative Day and web link
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8	International Literacy Day <a href="http://portal.unesco.org/education/ev.php">http://portal.unesco.org/education/ev.php</a>
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21	International Day of Peace <a href="http://www.un.org/events/peaceday/">http://www.un.org/events/peaceday/</a> , <a href="http://www.un.org/Pubs/CyberSchoolBus/peaceflag/whatis.html">http://www.un.org/Pubs/CyberSchoolBus/peaceflag/whatis.html</a>
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# October



‘Money is like muck,  
Not much good except  
if it be spread’

Francis Bacon  
(1662)

	Commemorative Day and web link
1	World Habitat Day (Cities without Slums) <a href="http://www.unhabitat.org/whd/2002/sq_message.asp">http://www.unhabitat.org/whd/2002/sq_message.asp</a> , <a href="http://www.un.org/Pubs/CyberSchoolBus/peaceflag/whatis.html">http://www.un.org/Pubs/CyberSchoolBus/peaceflag/whatis.html</a> .
1	International Day of Natural Disaster Reduction <a href="http://www.un.org/News/Press/docs/2002/sqsm8414.doc.htm">http://www.un.org/News/Press/docs/2002/sqsm8414.doc.htm</a>
1	International Music Day
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10	World Mental Health Day <a href="http://www.un.org/News/Press/docs/2002/sqsm8407.doc.htm">http://www.un.org/News/Press/docs/2002/sqsm8407.doc.htm</a>
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13	International Day for Natural Disaster Reduction
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16	World Food Day <a href="http://www.un.org/events/ref41.htm">http://www.un.org/events/ref41.htm</a>
17	International Day for the Eradication of Poverty
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24	World Development Information Day
24	United Nations Day <a href="http://www.un.org/events/unday/">http://www.un.org/events/unday/</a>
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# November



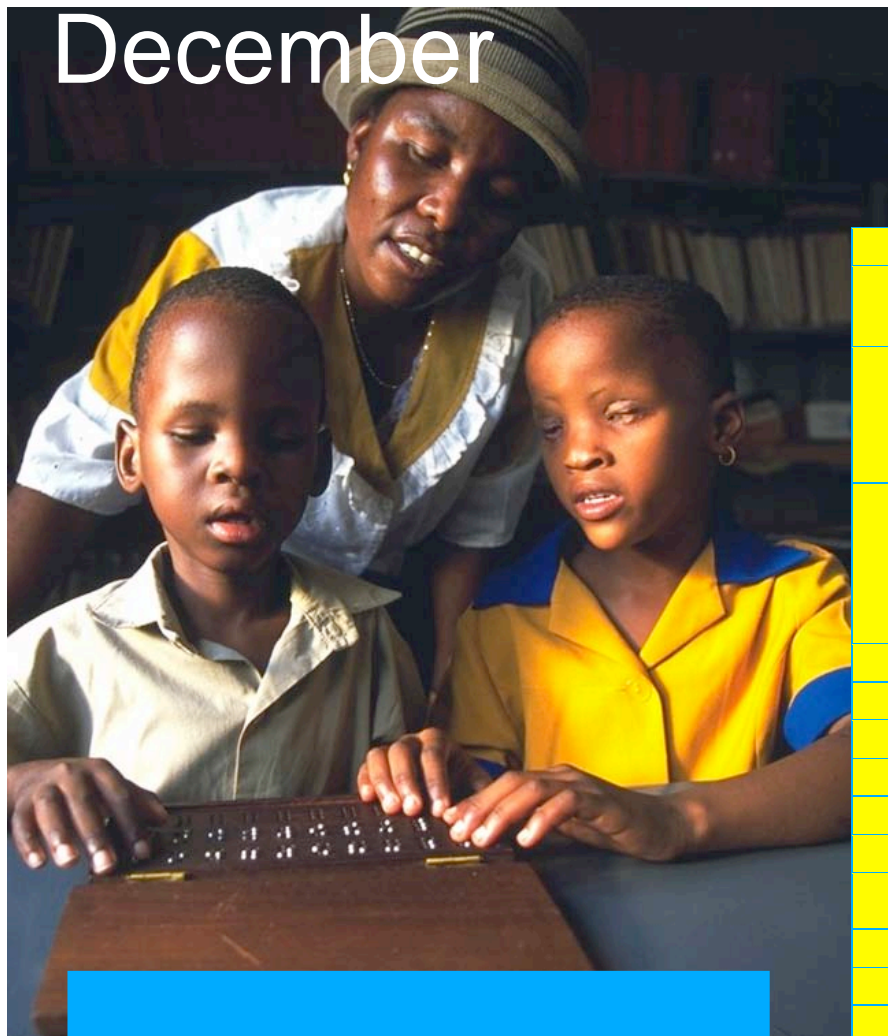
‘Listen to children and ensure their participation: Children and adolescents are resourceful citizens capable of helping to build a better future for all. We must respect their right to express themselves and to participate in all matters affecting them, in accordance with their age and maturity.’

Declaration of ‘A World fit for Children’  
2002

Commemorative Day and web link

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3	Men's World Day <a href="http://www.worldawards.com/mensworldday.asp">http://www.worldawards.com/mensworldday.asp</a>
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16	International Day for Tolerance <a href="http://www.unesco.org/tolerance/teneng.htm">http://www.unesco.org/tolerance/teneng.htm</a>
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20	Universal Children's Day <a href="http://www.unicef.org/">http://www.unicef.org/</a>
21	World Television Day <a href="http://www.unesco.org/webworld/news/991119_worldtv.shtml">http://www.unesco.org/webworld/news/991119_worldtv.shtml</a>
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25	International Day for the Elimination of Violence against Women <a href="http://www.un.org/depts/dhl/violence/">http://www.un.org/depts/dhl/violence/</a>
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# December



‘Love is all we have,  
the only way that  
each can help each  
other’

Euripides  
(408 BC)

	Commemorative Day and web link
1	<b>World AIDS Day</b> <a href="http://www.unaids.org/worldaidsday/2002/">http://www.unaids.org/worldaidsday/2002/</a> , <a href="http://www.worldaidsday.org/">http://www.worldaidsday.org/</a>
2	<b>International Day for Abolition of Slavery</b> <a href="http://www.un.org/Depts/dhl/slavery/">http://www.un.org/Depts/dhl/slavery/</a> , <a href="http://www.un.org/News/Press/docs/2001/sgsm8051.doc.htm">http://www.un.org/News/Press/docs/2001/sgsm8051.doc.htm</a>
3	<b>International Day of Disabled Persons</b> <a href="http://www.un.org/esa/socdev/enable/diswpa00.htm">http://www.un.org/esa/socdev/enable/diswpa00.htm</a> , <a href="http://www.un.org/esa/socdev/enable/disid2001.htm">http://www.un.org/esa/socdev/enable/disid2001.htm</a>
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10	<b>Human Rights Day (1948)</b> <a href="http://www.unhchr.ch/html/50th/50anniv.htm">http://www.unhchr.ch/html/50th/50anniv.htm</a>
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18	<b>International Migrants Day</b> <a href="http://www.hri.ca/fortherecord2000/documentat ion/genassembly/a-res-55-93.htm">http://www.hri.ca/fortherecord2000/documentat ion/genassembly/a-res-55-93.htm</a> , <a href="http://www.ilo.org/public/english/protection/migrant/dgstatement.htm">http://www.ilo.org/public/english/protection/migrant/dgstatement.htm</a>
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